DOCUMENT RESUME

ED 219 124 PS 012 909

AUTHOR	Schleicher, Klaus
TITLE	Preparation for Family Life. The CCC's Project No. 1: "Preparation for Life."
INSTITUTION	Council for Cultural Cooperation, Strasbourg (France).
REPORT NO	DECS/EGT-81-67
PUB DATE	3 Mar 82
NOTE	154p.
AVAILABLE FROM	School of Education Division, Council of Europe, BP 431 R6, 67006 Strasbourg CEDEX, France (Free of charge).
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Economic Factors; *Educational Strategies; Educational Trends; Elementary Secondary Education; *Family Life; Family Structure; Foreign Countries; *National Programs; *Parenthood Education; Political Influences; Program Descriptions; *School Role; Sex Education
IDENTIFIERS	Austria; Council of Europe (France); England; European Community; Finland; Germany

ABSTRACT

Part of the Council of Europe's Project Number 1, "Preparation for Life," this report analyzes developments in Austria, Finland, the Federal Republic of Germany, and England in the area of preparation for family life. Specifically, the report (1) explains the growing concern in the above countries for the preparation for family life; (2) identifies and contrasts decentralized and centralized conditions for family-life preparation; (3) analyzes curriculum concepts, didactic approaches, and practical methods used in some European countries; (4) follows up some strategies for family-life preparation from compulsory education to vocational and military training, and (5) points to essentials and problems of future development. Following an introductory overview of the study's objectives and rationale, chapter 1 discusses the effects of political demands, economic influences, research findings, and intra-family changes on preparation for family life. The necessity for family-life preparation in school is outlined in chapter 2, and the overall European situation in the preparation of young people for family life is examined in chapter 3. In chapters 4 through 7, the national differences in preparation for family life are illustrated by discussion of priorities, developments, and strategies for each of the above mentioned countries. Finally, chapter 8 stresses the need for and consequences of preparation for family life in some European states. A bibliography and graphic illustration of the educational systems in Austria, Germany, England, and Finland are appended. (MP)

****

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

****

ED219124

COUNCIL
OF EUROPE

CONSEIL
DE L'EUROPE

EDUCATION & CULTURE

DECS/EGT (81) 67

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

The CCC's Project No. 1 : "Preparation for Life"

PREPARATION FOR FAMILY LIFE

"PERMISSION TO REPRODUCE THIS
MATERIAL IN MICROFICHE ONLY
HAS BEEN GRANTED BY
F.M. Stobart

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

PS 012909

COUNCIL FOR CULTURAL CO-OPERATION
Strasbourg
1982

Strasbourg 3 March 1982

DECS/EGT (81) 67

The CCC's Project No. 1, "Preparation for Life"

PREPARATION FOR FAMILY LIFE

by

Professor Klaus SCHLEICHER
University of Hamburg
Federal Republic of Germany

The responsibility of the views expressed in this document are borne by the author and not by the Council for Cultural Co-operation of the Council of Europe or the Secretariat of the Organisation.

74.199
04.2

CONTENTS

Page

INTRODUCTION 1

I. THE EFFECTS OF POLITICAL DEMANDS, ECONOMIC INFLUENCES, RESEARCH FINDINGS AND INTRA-FAMILY CHANGES ON "PREPARATION FOR FAMILY LIFE" 6

   1. Changing political demands on the family 6
   2. Economic and welfare influences 8
   3. The impact of research findings 11
   4. Structural changes within the family 13

II. THE NECESSITY OF "PREPARATION FOR FAMILY LIFE" IN SCHOOLS 17

   1. General arguments in favour of "preparation for family life" 17
   2. Some doubts as to whether these expectations can be met 17
   3. Specific arguments in favour of preparation for family life 20

III. THE OVERALL EUROPEAN SITUATION IN THE PREPARATION OF YOUNG PEOPLE FOR FAMILY LIFE 25

   1. Aims and structures of "preparation for family life" 25
   2. Some European changes and differences in "preparation for family life" since the late 1950s 26
   3. Important dimensions for "preparation for family life" which have often been disregarded 29

IV. LATENT AND INTENTIONAL "PREPARATION FOR FAMILY LIFE" IN AUSTRIA 36

   1. Family life - as advocated in Austria - tends to be the concern of women 36
   2. The contribution of different subjects to "preparation for family life" 39
   3. "Preparation for family life" through teaching principles concerned with sex education and political education 42

V. "PREPARATION FOR FAMILY LIFE" IN THE FEDERAL REPUBLIC OF GERMANY 47

   1. The overall demand for and supply of "preparation for family life" 47

./.

Page

2. The concept of "sex education" and its contribution to family education 50

3. The subject "pedagogy" in the final grades of the secondary modern school and the grammar school 53

4. Special initiatives and teaching material concerned with family affairs 59

VI. "PREPARATION FOR FAMILY LIFE" IN ENGLAND 65

1. Changed attitudes towards "preparation for family life" since the second world war 65

2. Proportion of pupils acquainted with sex education and child development in schools 66

3. Instruction requirements of examinations at CSE-level (Certificate of Secondary Education) 69

4. Instruction requirements of examinations at GCE-level (General Certificate of Education) 74

5. "Preparation for family life" in individual schools 76

6. Integrated studies supportive to family life (eg home economics and health education) 80

VII. SCHOOLS' AND MILITARY FORCES' "PREPARATION FOR FAMILY LIFE" IN FINLAND 87

1. Need of and demand for "preparation for family life" 87

2. The contribution of different school subjects to "preparation for family life" 88

3. "Preparation for family life" in the military forces 91

VIII. THE NEED FOR AND CONSEQUENCES OF "PREPARATION FOR FAMILY LIFE" IN SOME EUROPEAN STATES 93

APPENDIX I 100

APPENDIX II 131

INTRODUCTION

Preparation for family life in schools?

(Why? - How? - What is essential?)

Preparation for family life has been strongly advocated over the last years for two complementary reasons: firstly to revitalise and strengthen the "positive" social and private functions of the family; and secondly, to limit its "negative" influences in terms of human and social costs.

The human, social and financial costs are far higher in the case of an undesired, poorly brought-up and heavily disadvantaged child or of a wrecked, broken and isolated family than for example insufficient schooling or maladjustment in the vocational field.

i. The Soviet experiences in 1918, 1920, 1926 of relegating all conjugal duties and family affairs to the personal and private sphere led to considerable child neglect, juvenile crime, exploitation of women and family breakdown so much so that new family policy and protection of the family had to be established in 1936 and 1944 (1).

ii. In Britain, "the drain on the public purse of marriage-breakdown is substantial, it being estimated that £5,000,000 per week is paid out in supplementary benefits to about a quarter of a million families who are unsupported after separation and divorce" (2).

iii. In the USA "among women, 14 to 30 of those in households receiving 'Aid to families with dependent children' 61% had borne their first child while a teenager," and federal and state government's expenditure on this programme was not less than US$ 9.4 billion in 1975 (3).

iv. Generally, behavioural disturbances in children are strongly associated with family discord and disorder (4). Thus, it has to be recognised that:

  a. protection of children against ill-treatment is needed, (5) that children of migrant families are at a considerable disadvantage (6), and that

  b. in some European regions, up to 20% of primary school children already show behavioural disturbance or disorder (7).

v. And last but not least, adolescent violence on the streets, and their self-destruction through drugs, indicate that increasing human and social costs are to be expected, if the broken and isolated family, the alienated extended school and the functional welfare society do not find ways and means of mutual co-operation in order to safeguard meaningful experiences and identification for young people (8).

In view of such human, social and financial costs, the Conference of European Ministers responsible for Family Affairs stressed "the importance of the family in preventing socialisation deficits and other serious troubles in the adults of the future", and they therefore, "acknowledged the need to encourage and strengthen the family in the fulfilment of its educational role" (9).

8

./.

Although the negative aspects of social institutions - such as the family, school or welfare system - have been strongly criticised in recent years, it is at least as important to consider their irreplaceable positive functions. This certainly adds quite a different dimention to "preparation for family life".

Generally, family life fulfils very important constructive social functions in Western societies of today:

i. One cannot ignore the fact that only within the family do intergenerational (10), child-oriented and continuous life relationships exist. They give personal and group identity as well as experience (11), they lead to cogent social and legal consequences and they have to be regarded as fundamental to human self realisation (12).

ii. Moreover, in our highly specialised, impersonal, efficiency-geared and bureacratic society, the family safeguards a certain balance between personal needs and satisfactions. It leads to practical problem-solving without tearing apart complex situations in real life (13) and it demands fundamental social qualities - such as attachment and responsibility, constancy and fairness, helpfulness and care - which are difficult to learn in competitive social contexts (14).

iii. In addition, research has shown that family life is irreplaceable in the healthy development of young children and that the home influences the children's value patterns and social behaviour, school achievement and job orientation, more strongly than educational institutions (15).

iv. And finally, families contribute quite extensively to the social services and the Gross National Product (eg by caring for children as well as for the disabled, the sick, the unemployed and the aged (16), while the largest part of the national income is at the family's disposal (17).

Thus, the family is an important social institution. It offers great opportunities for the personal stability and education of children, it helps to develop and sustain human and intergenerational attitudes, and it cares for family members in trouble. Increasing support for the family and "preparation for family life", thus, appears to be a profitable investment, because, on the one hand, the family is strongly impaired by social changes and contradictions, while, on the other, welfare agencies are hardly competent to meet the complex problems of practical life-situations in the family (18).

All in all, it is quite clear that a "preparation for family life" might help young people and their parents to understand changing family structures, to safeguard intimate partnerships on equal rights or to break the deprivation cycle; but the question is "Who is to prepare whom for family life?".

Originally, "preparation for family life" took place within the family - and to a large extent it still does. To supplement these activities and to make up for certain deficiencies, parent education programmes have been provided within adult education. Generally, these courses were the domain of lower middle-class women and they were focused on the practical skills of home management. To a small extent, at the beginning of the 20th century, schools introduced courses in domestic science and home economics in order to train girls as mothers-to-be.

./.

But schools had little contact with parents and the home environment. Furthermore, they were more concerned with traditional subjects than with social education and preparation for life (19) and they did not feel ready to educate for family life (20) until the mid 1960s. In the 1970s, however, it was strongly recommended by the Council of Europe, the European Ministers responsible for Family Affairs, as well as by several member states (21) that schools should engage in this field because there appear to be new possibilities on the one hand, and greater challenges on the other, for a successful "preparation for family life".

New attitudes and approaches towards "preparation for family life" have been promoted in schools since the mid 1920s, because it was increasingly recognised that:

i. The school has a special task in educating for family life because the more potential parents need "preparation", the less they join adult education programmes later on, and the lower the educational level, the earlier they become sexually involved (22)

> The percentage of Danish students from secondary modern schools who caught venereal diseases was twice as high, for example, as those from the middle school (Realschule) (23).

ii. In addition, schools have a unique opportunity to help in educating for family life because all other educational and social institutions only become involved with a fraction of the population (24) because compulsory education today lasts until after students have established intimate friendships with the other sex; and because youngsters need to dissociate themselves from home experience and guidance after puberty.

> In several countries, adolescents either demanded the school's help in their personal relationships with other adolescents and parents, or wanted a preparation for family life and education for children (25).

iii. Finally, schools are in a good position to encourage personal reflections on subconsciously accepted living styles and norms, of explaining the reciprocal influence between social and home conditions, of leading to a better understanding of personal, cultural and racial differences in conjugal partnership, and of integrating isolated facts of experience into a meaningful whole.

> If older pupils somehow resist parental domination and demand life-relevant schooling, this criticism is based on a reflection of the education received and a nucleus for self-education (although still mixed with certain misconceptions).

Thus, schools should, and could, fulfil an important social function in "preparation for family life" - if they are ready and able to adjust to the youngsters' home and environmental experiences, to care as much for social as for intellectual learning, and to develop new ways and means of experience-based didactics, and to participate in parent education (26).

However, in order to be as successful as possible, schools should be made aware of the limitations of their structures and programmes:

i. Home and school environments are so different (27), and social behaviour in both contexts is almost uninterchangeable, that it is difficult to safeguard a transfer of learning from one situation to another (28), particularly since working "with and through" the family (29) is not well-established in the upper grades;

ii. "Preparation for family life" cannot be taught and practised in the same way as other more traditional subjects. There has to be a multi-disciplinary approach which is as close as possible to "the real circumstances and likely futures of the young people" (30), since one learns to cope with life more by living than by being taught how to live;

iii. The competitive (and somehow lesson-ridden) structures of school and the unco-ordinated syllabi are hardly adequate in helping young people with intimate affairs (31) and to deal with complex family affairs (32);

iv. It is at least debatable whether an introductory "preparation for family life" in the last years of schooling (33) has more long-term relevance than vocational, political or sexual education (34) since fundamental attitudes are already well-established.

Nevertheless, the school must play and can play an important, although limited role, in "preparation for family life". Firstly, co-educational schooling and home-school co-operation (35) may extend situations experienced in the family. Secondly, an understanding of personal, as well as social determining structures in family affairs (36), offers opportunities to understand and change family socialisation. Thirdly, a continuous general education - which develops basic capabilities, which furthers autonomy and responsibility, and which prepares for uncertainties - is essential for family life.

In spite of national and social differences, differences between schools and different teaching methods, successful "preparation for family life" requires that:

i. the family should gain more appreciation in society and that more attention be paid to the interdependence between families and the community (37), since schools are created by society and can hardly fulfil tasks in contrast with societal demands (38);

ii. "preparation" should be geared to the experience and capacity comprehension of children and should take account of local differences in the learning environment;

iii. this education should aim at continuous expansion of family awareness, exploration and preparation for boys as well as girls and low achievers as well as over-achievers in all grades (39) (similar to the career education approach)(40);

iv. concepts of family education should not only integrate effective, social and cognitive learning (41) but also special courses in sex education, child development, mental health, home economics and parent education into a wider perspective - if not into a compound system (42) of "preparation for family life" (43);

./.

v. school administration should allow certain students, teachers and schools to contribute to family education and experience alternative concepts in order to convince and guide others. A prescribed structure can hardly encourage the life interest, mutual understanding and responsibility or personal ways to cope with intimate affairs which are needed in family situations.

Beyond these and similar essentials for successful "preparation for family life", it is difficult to make overall recommendations as to how the "preparation" should or could be organised and carried out in European schools. This is because family, school and social structures are not the same in all European countries. These European countries have different concerns and self socialisations in the studies of and concepts for family education. Therefore, allowance has to be made for contrasting as well as complementary ideological perspectives.

However. this study, which takes account of national traditions and different approaches to family education, is not a comparative analysis. It sets out to:

i. explain the growing concern for "preparation for family life";

ii. identify and contrast decentralised and centralised conditions for "preparation for family life";

iii. analyse curricula concepts, didactic approaches and practical methods used in some countries;

iv. follow up some strategies for "preparation for family life" from compulsory education to vocational and military training;

v. point to essentials and problems of future developments.

o

o o

The report is part of the Council of Europe's Project No. 1 "Preparation for life"; its aims were mainly to analyse developments in AUSTRIA, FINLAND, FEDERAL REPUBLIC OF GERMANY, and ENGLAND (x).

./.

(x) Please note that unless specified, the remarks concern England only.

I. THE EFFECTS OF POLITICAL DEMANDS, ECONOMIC INFLUENCES, RESEARCH FINDINGS AND INTRA-FAMILY CHANGES ON "PREPARATION FOR FAMILY LIFE"

In a discussion of problems and opportunities in family education, the multiple dependencies to which the family is liable have to be recognised. The endorsement of family education is certainly strongly influenced by:

i. political demands on, and ideological perspectives of, the family;

ii. economic and social change;

iii. developments in the area of early childhood education.

The extent to which the recent interest in family education and the plea for preparation for parenthood is an expression of these influences can be explained through a hisotrical analysis of the concept of "family" in different countries.

⁂

1. Changing political demands on the family

The impact of political ideology and related circumstances on the social function of the family may be noticed for example in developments in the Soviet Union. A few years after the Soviet Union had declared marriage and family matters to be completely private affairs (1928), it was obliged to enforce strong family-protecting legislation in 1936 and 1944 because of the disastrous child neglect and social decay (44).

In different social circumstances and in a different ideological context a shift in the political opinion towards the family can also be observed in Western Europe. The developments in the Federal Republic of Germany may be taken as an example.

Due to socio-political changes in the Federal Republic of Germany since the second world war, the following general demands on the family were made:

i. after 1945: The family was expected to fulfil social welfare work and to stabilise the new political order.

ii. after 1955: Within the scope of the "economic miracle" and the established social structure, the family was made more private and was expected to offer manpower to industry.

iii. after 1960: The family was criticised because of its "decreasing function" and was pushed aside by educational and social planners.

iv. after 1965: Compensatory strategies were in vogue in order to break the family's inner deprivation cycle.

v. after 1970: Because of the increasing criticism of schools and the limited success in pre-school strategies, the family had to co-operate and participate in order to safeguard educational and social aims.

/.

vi. since 1975: The family is supposed to be important, if not irreplaceable, for the personal and social development of the individual. In addition, it should relieve the labour market of unemployed women.

According to socio-political circumstances, the concept of family education and preparation for family life changed, in the Federal Republic of Germany from community involvement to household affairs and from compensatory strategies to educational participation.

In addition to these changes in political attitudes and in family education, a basic conflict between some socio-economic and family values has to be considered.

Generally speaking, all Western societies expect the family: to give love and security to the child, to develop mutual attitudes of fairness, helpfulness, and responsibility, and to offer a model for co-operative partnership (and democratic life). However, at the same time, the societies themselves are dominated by principles of competition, hierarchical structures and individual as well as group interest - if not egoisms.

Although these competing value patterns have already been documented (45) within the last decades, they have obviously initiated a strong swing from an ideology of partnership (46) to an ideology of emancipation and of conflict (47).

Empirical data show how this trend influenced the parental aims for education:

RANGE ORDER
of fundamental parental objectives in education
in the Federal Republic of Germany and Austria

	Fed. Rep. of Germany 1971 (Tiedtke)		Fed. Rep. of Germany 1974 (Filipp, Schneewind)		Austria 1975 (Mayrhuber)	
	Range	%	Range	Median	Range	Median
Attitude towards family	1	93.1	3	5.92	-	-
Ambition (vocational, educational)	20	71.2	1	3.40	1	2.63
Self-reliance	17	75.2	2	4.76	2	3.27
Orderliness	4	88.3	4	6.37	6	6.69
Attitude towards learning/ intelligence	8	85.3	5	6.38	3	5.00
TOTAL	32	39.3	14	11.77	14	13.56

Parents appear to have changed their educational goals for example, from an education for family life ("Familiensinn") to an education for independence, school success and career ambitions (48).

Altogether, it is obvious that "preparation for family life" should not simply be adjusted to socio-economic norms or changing political demands, but it must also reflect the fundamental dichotomy of different value patterns, with which the family has to cope.

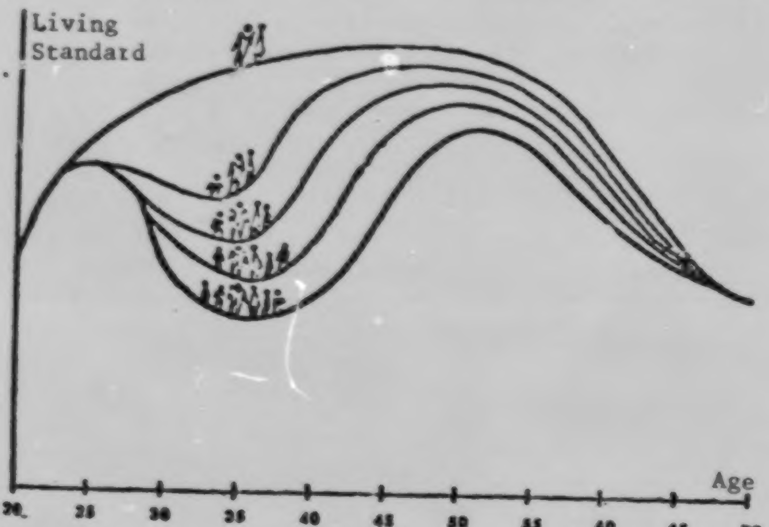
2. Economic and welfare influences

Some changes in family life and in its educational priorities appear to be particularly related to economic developments. The family situation - and correspondingly preparation for family life - seems to have changed under the influence of economic and welfare developments in the following way:

Large families have become impoverished under traditional tax systems since annual wage-increases claimed by trade unions do not adequately consider children, and because governments were neither in favour of a population increase nor did they even immediately recognise the effects of bargaining on children's welfare (49).

It is possible to illustrate graphically how the living standard defined as the average level of consumption per consumption unit, varies for families of different composition and during different phases of the family cycle.

Age cycle and living standard for families of different composition
(Childless, with 1, 2, 3 or 4 children respectively)



(50)

What may be even more important is that "the living conditions of children in large families will not only be less good, but above all different" since financial priorities change markedly with the size of the family (51).

./.

GREECE

Average weekly consumption (Drachmas) according to the type of expenditure and family composition

	1 adult	2 adults	1 adult +1 child	2 adults +2 children	2 adults +3 children	3 adults	3 adults +1 child	3 adults +2 children
Dwelling	26.0	55.8	82.5	79.0	57.2	56.8	64.9	73.9
Food	75.6	141.8	165.7	185.4	171.9	196.9	191.7	210.7
Clothing	37.1	41.4	57.9	60.9	53.4	85.0	69.9	70.5
Durables	23.2	23.5	30.3	26.9	27.0	41.6	25.1	31.3
Transport and communication	7.1	13.9	10.1	19.7	13.3	30.2	21.0	12.2
Medical care	10.9	38.1	42.2	41.1	30.9	54.1	51.7	41.5
Miscellaneous	41.9	40.7	46.0	45.3	42.0	52.8	54.3	44.6
Consumption of own output	76.0	147.6	164.0	201.2	210.5	213.5	219.1	252.8
TOTAL	297.9	504.2	598.6	659.6	606.1	728.7	704.8	718.5

However, expanding social security systems (social security benefits in 1975 made up for about 25% of the national income in most European countries) increased people's aspirations to achieve higher levels of material well-being by calculating the long-term economic costs of children, ie by reducing fertility (52).

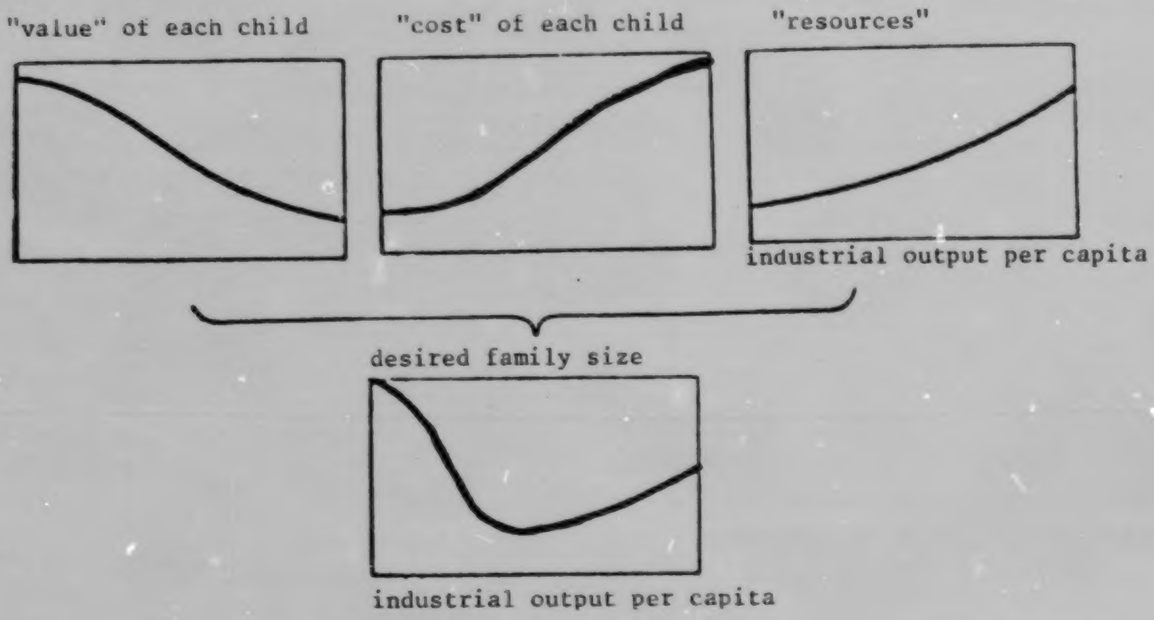
There also exists a correlation in various countries between a high percentage of female workers on the labour marked and low birthrate expectations, particularly for women in the 25-29 age-range (53). Furthermore, an increasing percentage of mothers with small children has joined the labour force since the early 1960s (54).

Average expected number of children per family in relation to women's employment status (in selected countries of Europe) (55)

Country (year of study)		Average expected number of children per family on the basis of women's employment status as indicated below		
		Woman employed	Woman temporarily not employed, but has been employed before	Woman never employed
Denmark	(1970)	2.47	2.64	
Finland	(1971)	2.43	2.61	3.08
England and Wales	(1967)	1.86	2.33	2.65
Belgium	(1966)	1.95	2.56	2.92
France	(1972)	2.11	2.71	2.78

Family size is sometimes even regarded as "a function of Gross National Product per capita" as indicated by replies to family planning surveys from seventeen countries. The following graphs try to explain this interrelationship (56).

$$\text{desired family size} = \frac{\text{"value"}}{\text{"cost"}} \times \text{"resources"}$$



In cases where the family size is regarded as a function of the Gross National Product per capita, it seems to be implied that there are obvious elements within the social and educational situation of advanced societies which operate as a part of a family education, in terms of elaborating on the aspect of the desirability of children.

3. The impact of research findings

Next to political and economic influences, research has had considerable influence on the family situation and family education. It has made people aware that the family is generally irreplaceable in its socialising function, but at the same time is changing its traditional pattern as well as its social role.

Research in early childhood education, for example, pointed to the limited long-term effects of compensatory strategies and curricula without parent involvement, and it emphasised the importance of parental living styles before conception and the family's attitudes in the first years of children's lives (57). Thus, "it would seem desirable to educate for positive approaches in child-rearing while mothers-to-be are still at school" since "any effective modification of childrearing practices ... can only be achieved through the appropriate education of parents before they have children" (58).

In addition, research on school success has established a close relationship between parental values and levels of aspiration or even home-centredness (59) and school achievement (60).

./.

Averages and ranges of all countries of contributions by selected blocks to total variance in the between-student analyses for each subject (61)

	Population I (age 10)		Population II (age 14)	
	Average	Range	Average	Range
Home background (Block 1)				
Science	11	1-27	16	3-29
Reading comprehension	14	1-25	16	1-27
Previous schooling (Block 2)				
Science	1	0-14	6	0-17
Reading comprehension	1	0- 9	10	0-21
Learning conditions (Block 3)				
Science	8	1-21	9	4-23
Reading comprehension	6	2-18	6	3-10
Total variance 2/				
Science	27	14-36	36	17-55
Reading comprehension	28	18-39	39	20-51

> "The influence of background factors such as living conditions and parental attitudes is crucial to the development of children and their ability to profit from learning situations organised in the school." Particularly, since it is evident that "educational success under the comprehensive system depends on the support the child receives from home ... the home thus takes on a central and not merely a peripheral role" (62).

Finally, studies on career development point to the family as an important factor in career awareness and in vocational decision-making (63).

As far as parental influence on adolescents' job decisions is concerned, there is empirical evidence, that young people do not automatically choose jobs similar to those of their parents; and that parents have only limited competence to give their children adequate guidance on the diversified possibilities of the labour-market. Nevertheless, the familiar value patterns tend to determine the pre-selective attitudes of young people, and finally are more practically involved in the final decisions that any other institution.

./.

In the USA, adolescents make their vocational decisions primarily in relation to parental suggestions, instead of being influenced by peer-groups. This is followed by guidance from teachers and finally on the basis of career-counselling services. In the Federal Republic of Germany, a quarter of the boys and a fifth of the girls choose a vocational field/area similar to that of the parents while only one out of ten decisions was eventually made on the basis of impulses from the media, schools or other public institutions (64).

Generally, the research findings stress the importance of the family - first in its perceived negative influences in the early 1960s and then increasingly positively since the mid 1970s. However, research workers hardly realised the repercussion that their published findings had on families.

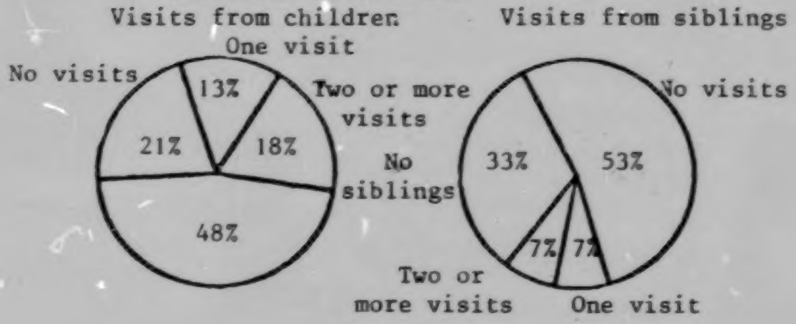
The more they pointed to the inherent socialisation procedures within the family and to the educational obligations of the parents, the more the self-confidence of the parents lessened (65). Parents were particularly at pains to meet the needs of their children, since research hardly offered concepts which reached beyond the events of the day, which were adjusted to family reality, and which were above all, well integrated (66). Research should offer more integrated and continuous concepts as well as strategies to develop disposing competences and means of self-help.

4. Structural changes within the family

Structural changes in the family itself will be considered in this section and these structural developments are well documented. Only a few aspects of change which are crucial for "education for family life" will be discussed here.

Firstly there is the long-term trend, for example, from extended to core-families (parents + children). Core-families are more self-determined and intimacy-geared (67), more child-centered (68) and more inclined towards the family; they are less likely to care for the older generation and are characterised by longer periods of parents living together in an "empty nest situation" (69).

Percentage of old people receiving visits from close relatives in one week

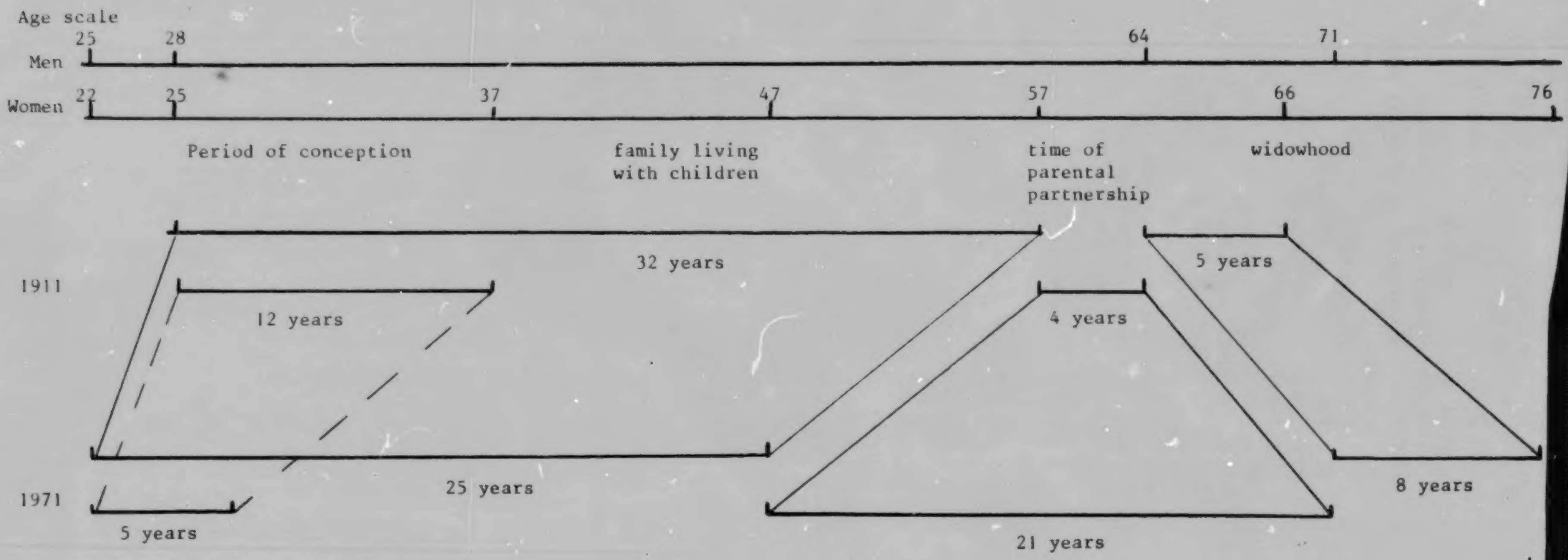


(70)

./.

Since the change in family size goes side by side with an increase in life expectancy and with a tendency towards earlier marriage (71), the family cycle too has changed tremendously, for, on the one hand, the portion of the lifespan devoted to conception and to family life with children has become shorter, while on the other hand, there are extended periods of parental partnership and of widowhood (72). Finally, children experience less togetherness with brothers and sisters and with grandparents.

./.


Age scale
Men
25
28
64
71
Women
22
25
37
47
57
66
76
Period of conception
family living with children
time of parental partnership
widowhood
1911
32 years
12 years
4 years
5 years
1971
25 years
5 years
21 years
8 years

		1911	1971	
mean life expectancy 25 years	men	39	46	years
	women	41	51	years
mean age of marriage	men	28	25	years
	women	25	22	years
mean period of conception		12	5	years
mean number of children		4 +	2	children

Consequently, family education should not only be concerned with having a baby and living with children, but it must also draw attention to the importance of marital partnership, and to the situation of women (particularly housewives) after their children have left the home.

> To what extent the self-concept of the family can change may be seen from an American study which shows that, in the Detroit area, an increasing percentage of married couples regard the marital partnership as a major motive for marriage (1955 = 48%; 1971 = 60%) and a decreasing percentage of them regard the desire and possibility to have children as that motive (1955 = 26%; 1971 = 13%) (73).

Furthermore, the family education has to take account of reduced working hours and the new weekend culture (the increased importance of the weekend as opposed to the importance of the week), as well as the increasing influence of the mass media on the family situation.

> The reduction of working hours generally enforces - and at the same time endangers a family-centred life, because divergent tendencies between the private and public sector and media-consumption encourage the trend to stay at home but reduce family interaction (74).

Finally, in preparation for family life, the reciprocal rights and responsibilities between the older and younger generations have to be considered, since the political and legal developments of the welfare state have reinforced parental obligations and children's rights, but have somehow undermined the intergenerational reciprocity.

Today's endorsement of preparation for parenthood in Europe is an expression of our continent's socio-political development. It is strongly influenced by the economic and welfare situation (75), it depends on educational as well as research results, and it is certainly related quite strongly to the changing family structure.

Whether school should, and can, prepare students for family life depends on such questions as:

i. What are the demands of society, of the family, and of students themselves for such a preparation?

ii. Should we really wait until family-competence is learned in real life situations?

o

o o

./.

II. THE NECESSITY OF "PREPARATION FOR FAMILY LIFE" IN SCHOOLS

1. General arguments in favour of "preparation for family life"

The consistent increase in the pressure for family education which has been quite obvious since the early 1970s was based on a general appreciation of the function of the family. It was argued that the institution of the family had to be strengthened by parent education:

i. in order to prevent the perpetuation of deprivation and maladjustment from generation to generation;

ii. because there exists "a marked contrast between the medical care given to a mother" and her own and the father's preparation to educate their child (76);

iii. as we cannot assume that parents will know the needs of their children and how to meet them, just because they have been children themselves and had a chance to learn from the child-rearing practices of their own parents (77).

As most social organisations only become involved with a fraction of all families and even then only after family attitudes as well as problems have been consolidated, there is a strong case for schools to provide an introduction to family education. In the early 1970s, only a few people claimed that all schools should run a course on human relations and child development. However, there have been increasing demands since then. In particular, it has been recommended that:

i. schools should "develop pupils' ability to make satisfactory relationships with young children, as well as with adults of the family and community";

ii. "they should awaken in the pupils an awareness of the needs and responsibilities of parents and other members of the family group ...";

iii. they should make available "opportunities for teenagers to have direct contacts with the parents of young children in the area and so build a basis for an ongoing relationship within the community ...";

iv. they should help pupils to "meet the special needs of a multicultural society which enjoys various traditions of child-rearing", and to reach decisions about the problems posed by the rapidly changing family structure and life (78).

2. Some doubts as to whether these expectations can be met

There is increasing uncertainty as to whether the high expectations of family education really can be met by schools. For example, there have been discussions on:

i. whether those who suggest that more knowledge about the upbringing of children and the parental situation will produce a better society, really understand social behaviour;

./.

ii. how to view cases of unmarried mothers who try to care for their children according to some of the practices learnt at school, but which are totally alien to their own mothers who are their sole (79);

iii. whether an alternative type of child rearing can really be taught through a few lessons in a typical classroom situation, supplemented by occasional visits to playgroups and clinics, when one knows that there is little co-operation between the home and the school and that the home and school environments are so different that there is little transfer of social behaviour from one situation to another (80);

iv. whether we are really aware of the side effects concentration has on the "deprivation cycle", when it leads to a type of pastoral provision for the less able children and particularly for girls (81). It will be seen from the table below that the students from the low-income groups concentrate on subjects concerned with family education while family education is needed throughout all social groups.

./.

Big city enrolments in various subjects

(percentage of total number of students in each income group)

Income group	Health Education	Home Economics	Family Living	Foreign Language	Science	Maths	Music	Percentage of failure with 1 or more subjects
I ($5,000-)	61.0%	19.4%	4.3%	12.5%	45.5%	43.7%	23.5%	42.2%
II ($6,000-)	62.2	17.0	2.8	16.7	50.7	32.8	17.3	36.0
III ($7,000-)	57.2	11.7	2.9	24.1	44.1	56.7	14.6	32.2
IV ($8,000-)	44.3	12.7	4.5	29.4	44.1	62.8	22.8	28.8
V ($9,000-)	46.2	4.6	3.0	52.5	56.5	66.5	9.8	28.6
A (below $7,000)	62.3	18.5	3.7	14.2	46.7	40.2	20.9	
B (above $7,000)	49.5	11.2	3.2	30.8	45.0	61.4	18.0	

v. whether practical aspects should not be carried out in surroundings which are as realistic as possible and whether family-competence should not be acquired in more critical situations and by more effective means.

Altogether, arguments for a preparation for family life can be found together with growing scepticism as regards its value. It is amazing, however, that relevant facts are seldom presented by those who favour or oppose family education in schools. A re-interpretation of this discussion will be attempted below.

3. Specific arguments in favour of preparation for family life

Can we really afford to wait until family-competence is acquired in critical life-situations?

The prolongation of schooling is in conflict with the tendency towards early sexual intercourse and marriage, and it shortens the transitional period between being treated as a pupil and assuming the obligations of a parent.

In Sweden, different analyses show that the majority of adolescents have had their first sexual experience by the age of 18, and already 25% by the age of 16 (in the USA about 50% seem to have had their first experience with sexual intercourse by the age of 16) (82), ie before they finish their compulsory education.

In the context of early sexual activity the large increase in gonorrhoea should also be noted. For example, an increase from 8,000 cases in 1968 to 14,000 in 1971 among 15 to 19 year-olds is reported for Sweden (83). Young people (and their parents!) obviously need more guidance in the establishment of intimate relationships.

This guidance is not only needed in the pre-marital life of young people. It should also help to avoid an increasing percentage of young people, who have hardly finished their school careers or vocational training, marrying and having children (84).

Live children born to 15-20 year-old mothers per 1,000 in the age group 15-45 years (85)

	Year	15-20	total		year	15-20	total
Austria	1975	47.9	63.1	Italy	1972	46.8	77.4
Belgium	1973	31.8	69.7	Netherlands	1974	15.2	64.7
England - Wales	1974	40.4	67.5	Norway	1975	47.9	63.1
Finland	1973	26.4	54.3	Sweden	1975	28.8	64.6
France	1974	28.1	75.0	Switzerland	1974	17.6	61.3
FRG	1975	21.1	47.6				

./.

Furthermore, there is not only a large percentage of young people who have little time to settle down before they have children, but there is also a general increase in illegitimate births, particularly among the younger generation (86).

Illegitimate births as a percentage of total births

	FRG	AUSTRIA	DENMARK	FRANCE	U.K.	SWEDEN
1946	16.4	-	7.9	8.7	6.6	9.3
1950	9.7	18.3	7.4	7.0	5.1	9.8
1955	7.9	14.4	6.6	6.4	4.7	9.9
1960	6.3	13.0	7.8	6.1	5.4	11.3
1965	4.7	11.2	9.5	5.9	7.7	13.8
1970	5.5	12.8	11.0	6.8	8.3	18.4
1974	(6.3)	13.8	(17.1)	-	-	31.4

(Data in brackets stand for 1973)

Thus, there appears to be a strong demand for family education because of the enormous danger to these illigetimate children (and the increasing percentage of stillborn children) (87). Certainly, traditional sex education only gives limited help, since an out-of-wedlock birth follows on from a number of limited influences, such as the emancipation movement and changing sexual attitudes as well as the changing social norms.

In addition, British data show that women under 19 years of age count for more than 20% of all legitimate abortions (the number of abortions in unmarried women under 20 years trebled between 1969 and 1972). The proportion of all live births to women under 20 rose from 6.2% in 1959 to 10.8% in 1973, and in 1972 more than 25% of these child-bearing mothers were unmarried (88). Research findings show that the death rate of illegitimate children at birth (89) is higher than for legitimate children and they have furthermore to overcome more difficulties during their childhood than even adopted children (90).

./.

		TOTAL LIVE BIRTHS AND NOTIFIED ABORTIONS TO ENGLAND AND WALES RESIDENTS England and Wales 1969-72			ILLEGITIMATE LIVE BIRTHS AND NOTIFIED ABORTIONS TO UNMARRIED ENGLAND AND WALES RESIDENTS		
Age at birth or abortion		1969	1972	Change in percentage 1969-1972	1969	1972	Change in percentage 1969-1972
Under 20	Births	81,659	79,097	- 3.1	21,626	21,737	+ 0.5
	Abortions	7,374	22,880	+ 310.0	7,162	22,242	+ 310.0
20-24	Births	289,012	249,109	- 13.8	23,135	19,802	- 14.4
	Abortions	11,046	26,319	+ 238.0	8,816	20,122	+ 228.0
Under 45	Births	796,528	724,745	- 9.1	66,934	62,432	- 6.3
	Abortions	39,899	100,739	+ 252.0	21,907	57,361	+ 261.0

The number of abortions of unmarried women under 20 years has trebled between 1969 and 1972 (91)

This analysis of the urgent need for "preparation for family life" will conclude with a few remarks about the increasing divorce rate which has been well documented all over Europe.

"In spite of the annual 10,000 divorces in Sweden, four-fifths of all marriages are lasting and lifelong" and "most young people want to get married and they hope that they will succeed in their marriage ..." (92). Furthermore, today's divorce rates cannot be directly compared with past percentages. Among the reasons are:

i. the increase in longevity;

ii. the fact that the duration of married life expectancy has almost doubled since the beginning of the century;

iii. the dramatic increase in remarriages (in Britain over 30% of all marriages are remarriages);

iv. the considerable changes in the basic social values concerned with sexual behaviour and marriage.

Nevertheless, in Britain "each child presently being born has ... about a 1 in 3.5 chance of being caught up in parental divorce before leaving school". The "drain on the public purse of marriage breakdown is ... estimated ... £5,000,000 per week" in supplementary benefits to about 250,000 families who are unsupported after separation and divorce". Behavioural disturbance in children is strongly associated with family discord and disorder.

Thus, Whitfield argues, "divorce is ... presently an essential safety valve for communities which do little to provide preventive help by way of preparation for marriage", and "it would be encouraging to see even a small fraction of these costs of breakdown going towards prevention ..." (93).

Finally, there appears to be little awareness of fundamental changes in the structure of family life. For example a large percentage of female apprentices in the Federal Republic of Germany showed little interest in their jobs because they felt married family life provides higher prestige and security (94).

Although today there is a decreasing tendency for women to give up their jobs because of marriage, in the mid-1970s it was true that "the percentage of women who give up their jobs for marriage is the higher, the lower their occupational qualifications are" (95). Consequently, since, because of unemployment, fewer "career openings" are available to women, more disadvantaged women may be inclined to have children in order to find some personal fulfilment (96).

And, last but not least, one has to be aware that "those who have been deprived of adequate parental care, thus not having had an opportunity to observe even these parental skills which were practised a generation ago, have little chance of becoming in turn responsible parents themselves" (97).

Altogether, these data do not support the opinion that preparation for family life can wait until pupils have left schoo. Extra-marital conception tends to be to the disadvantage of children (98), and too-early marriage is related to the lower educational attainment of the mother and a higher divorce rate (99).

3~

./.

Employment until marriage or as lifetime vocation?
(figures for percentage indicate the proportion of the total number of apprentices and in particular occupational clusters)

Attitude	Occupational clusters (N= 551)				TOTAL of category (N=524)
	Business (N=164)	Business-clerical (N=113)	Trade and Industrial (N=144)	Home Economics (N= 30)	
Transitional until marriage	46.7%	32.7%	44.9%	30.0%	42.9%
Lifetime vocation	28.0%	29.8%	32.7%	50.0%	32.1%
Both	8.4%	8.8%	2.0%	10.0%	6.7%
Other opinion	7.3%	11.5%	4.8%	7.0%	7.6%
Indetermined answers	3.1%	4.4%	5.4%	-	4.0%
No answers	6.5%	1.7%	10.1%	3.0%	6.7%

Our new inventory shows that the desire for a lifetime vocation is about as widespread among today's "average girls" who are in apprenticeships, as the attitude that an occupation was only needed until marriage.

Whether the school should and can prepare students for family life depends on such questions as:

i. What hazards lie ahead for the pupils if they do not receive any "preparation for family life"?

ii. Can schools offer relevant learning situations for family life? Or do they tend to stick to traditional "sex education" and "home economics"?

./.

III. THE OVERALL EUROPEAN SITUATION IN THE PREPARATION OF YOUNG PEOPLE FOR FAMILY LIFE

Now that it has been shown why "preparation for family life" is important in order to strengthen a healthy and well-balanced family life, it will be interesting to see how European countries have met this challenge.

1. Aims and structures of "preparation for family life"

Insistence upon support in "preparation for family life" certainly differs from country to country and even within individual nations because of a variety of functions for the family according to social doctrines (eg centralised vs. local initiatives) and philosophies of life (eg egalitarianism vs. individualism, or Catholic vs. non-religious perceptions in urban or rural areas). Therefore these different perceptions of "preparation for family life" within Europe can be summarised conveniently in the terms of three major trends.

i. if the argument focuses on the child, it tends to relate quite strongly to socialisation research, and it deals with theories of child development, ie of personal identity, stability and social attitudes (cf to research on hospitalisation)(100). Such a child-oriented "preparation for family life" is particularly concerned with the upbringing of children;

ii. if the main emphasis is on social aims, (eg social and sexual equality (101) or special socialist values (versus family traditions) (102) then the family is somehow regarded as an obstacle to development. The respective "preparations for family life" tend to compensate structural problems or ideological deviations of the family and strongly refer to therapeutic work (103);

iii. particular attention may be paid to the family itself, because - in our highly specialised, impersonal and efficiency-oriented society - the primary relations of the family "direct themselves to the person as a whole. They are open and intimate. They embrace all possible qualities in the person and all features of the situation". Finally, they allow for holistic and continuous life experience (104). Thus "education for family life" is recommended because the family offers a certain balance between personal needs and satisfaction in mixed-age settings, because family life exists in solving practical life-problems and because it is based on marriage as a specific feature of the human being (the last argument can be of Catholic as well as of Marxist origin) (105).

Although these three trends are closely interrelated they differ in their emphasis according to time, social system and "Weltanschauung". The child-centred dimension was dominant in the 1960s and is still dominant in northern European countries. The societal argumentation prevailed and still prevails in Socialist societies, while the family-directed perception was more frequent in Catholic circles and has generally gained importance since the mid-1970s.

./.

Whatever the underlying principles of "preparation for family life" are, there appear to be some common patterns in the didactic and structural composition of the concepts. If one compares, for example, overall trends of an UNESCO analysis of "parent education" in the late 1950s (106) with the replies of some European countries to a Council of Europe survey (for this study) in the late 1970s, certain similarities emerge which may lead to some critical comments:

i. Most European countries argued, and still argue, in terms of "education for parenthood", and not in favour of "preparation for family life". There is thus a strong prophylactic and propaedeutic dimension, and less concern for the real life situation of the students;

ii. "Education for parenthood" is regarded primarily as relevant for young students in the last years of schooling, although experience from the area of political education and socialisation indicates that basic attitudes are already established by this time (107).

iii. There have been, and still are, arguments about whether the mental health and personality development of children should be promoted in a general way or should focus on sexual and family problems (108).

iv. "Preparation for family life" has little prestige among the students and in school and teacher training institutions.

Some European changes and differences in "preparation for family life" since the late 1950s

The situation in 1960 in 12 Western European countries can be summarised from a UNESCO analysis (109). At that time, only a few European countries really included sex education or any other kind of "preparation for parenthood" in the curriculum.

(110)

SEX EDUCATION AND EDUCATION FOR FAMILY LIFE IN SCHOOL (1960):	
"Widespread and specific attention; recognised as part of the curriculum	Luxembourg, Sweden
"Responsibility of school recognised; occasional talks; sex knowledge ... treated within framework of biology and other academic courses"	Federal Republic of Germany, Switzerland, United Kingdom
Much opportunity for the treatment of personal problems and questions of adult life in domestic science, hygiene, human affairs etc.	France, Federal Republic of Germany (Lebenskunde), Luxembourg (education for marriage and family life) Sweden, Switzerland, United Kingdom
Some attention is paid to domestic science, human affairs and kindred school subjects	Beglium, Italy

./.

Nevertheless, it was stressed that the schools offered sufficient opportunities for discussing the personal problems of adult life. Thus, it was concluded that "Parent education is, perhaps, best conceived as a continuous effort reaching into adult life; parental care need not be anticipated in school in too direct a manner. ... Nor is it necessary to give school curricula an artificial twist. ... Such measures would be premature and unwise; moreover, the teaching may be forgotten by the time the pupils become parents" (111).

When we read these statements today, we would expect important changes to have occurred after two decades of student unrest, women's "liberation", new divorce and abortion laws, and new developments in adult and family education.

As far as "preparation for family life" in schools is concerned, most countries state that progress has been made in this field (see following table). Some countries have set up study groups, for example, to gain experience with student-centred approaches (the Netherlands); and, in a few countries, inter-disciplinary as well as continuous curriculum concepts are being developed (Finland).

./.

"Preparation for family life" in some European countries

	(based on summative self-description according to enquiry of the CDCC)									(based on special analyses of countries' situation)			
Fields of study	Belgium (B) (Flemish)	Cyprus (C)	Denmark (D)	Greece (G)	Netherlands (N)	Portugal (P)	Sweden (S)	Switzerland (SW)		Austria (A)	England (E)	Finland (F)	Germany (FRG)
1. Sexual education	x					x	x	x		x	x	x	x
2. (a) general "preparation for family life"		x			(x)						x	(x)	x
(b) specific "preparation for family life"													
child care	x		x				x				x		x
home economics		x	x	x							x	x	x
domestic science							x				x		x
3. Indirect concern with family													
- biology			x	x							x		x
- health		x	x			x					x	x	
- hygiene				x									
- religious education	x		x	x	x	x	x	x			x	x	x
- social studies			x				x	x				x	
- natural history						x							
- native language							x				x		x
- "Lebenskunde"								x					
4. Some obligatory aspects	x			x							x	x	x
5. Examinations held				x		x					x		x
6. Teachers' own initiative					x						(x)		

A current analysis of the different European activities in "preparation for family life" shows that:

i. most countries touch upon family affairs in a number of different subjects;

ii. sex education is quite common, if not compulsory, in several countries (112).

iii. in some cases examinations have even been introduced in "child development" and/or "parentcraft".

The Norwegian situation shows the way in which the contents of teaching may have changed over the years:

i. in 1939, the school curriculum for primary schools permitted teaching on human reproduction;

ii. in 1950, this topic became a compulsory part of biology teaching;

iii. in 1971, the concept of "human reproduction" included aspects of family planning, abortion, homosexuality and had to be taught in social studies, religious instruction, and home economics, as well as biology;

iv. in 1974, the concept of "human reproduction" was amended by another compulsory topic called "family education", and finally both aspects were integrated into "learning to live together" ("Samlivslaere") (113).

However, although progress has been made in the development of the concept, less progress than expected has been made over the years and there is less homogeneity among the countries than the earlier table suggests.

It is not only important that courses or lessons are offered on family problems and parenthood, it is equally important to know how many students actually participate in them (114).

Furthermore, as far as teacher training is concerned, most countries state that almost nothing has been done so far, apart from some in-service training.

3. Important dimensions for "preparation for family life" which have often been disregarded

Since the early 1970s, it has become increasingly evident that isolated stimuli, specialised programmes and reorganised school structures could not provide the expected long-term effects and that they could even have undesirable side-effects, unless more attention was paid to a more holistic "ecology of socialisation" (115) and to participatory learning concepts (116). However, what may be even more important is that adolescents are generally regarded as immature adults who need some prophylactic and propaedeutic training. This widespread stereotype suggests that adolescence is a transitional time of life, marked by unsynchronised developments, by emotional upheaval and dangerous - if not destructive - behaviour (117)

./.

To a certain extent, this ideology follows from nativisitic and developmental theory, from prolongation of an unworldly education, from the structural-functionalist model of the generations (118), and from the challenge of the established generation by young people (119).

Furthermore, as there are "few possibilities for participating in and adopting social responsibility ...", it follows quite often that the "basis of solidarity and social identification ... comes solely from themselves ... so that they function as their own 'socialising agents'" as shown by the table below (120).

Percentage of students who are either uninformed about, or agree strongly with, political opinions of mother, friends and teachers (121)

14-year-olds	Mother's opinion		Friends' opinion		Teachers' opinion	
	Don't know	Agree strongly	Don't know	Agree strongly	Don't know	Agree strongly
Germany (FRG)	23.7	25.3	25.8	28.9	31.7	12.5
Finland	35.3	28.6	28.8	33.0	63.2	7.4
Ireland	24.2	36.7	21.3	22.0	35.9	28.2
Netherlands	48.2	30.3	58.4	19.6	64.5	14.3
Pre-university students						
Germany (FRG)	7.8	15.7	3.2	45.8	13.4	13.4
Finland	14.3	30.1	9.7	38.8	44.1	11.3
Ireland	20.9	27.9	22.3	28.5	42.2	13.0
Netherlands	35.5	23.6	31.1	43.1	44.6	15.8

The above table shows that friends' opinions on political matters were generally best known and most strongly agreed with (this does not apply to 14-year-old adolescents in the Netherlands). The agreement even increased with the duration of schooling and was highest at the pre-university level.

./.

If each "period of life" were regarded as transitional and dangerous (122) if adolescents were, in their educational experience, less restricted to receptive and propaedeutic learning (123), and if they were less isolated in age-groups and schools, there might have been less of a socially produced generation gap and better chances for a meaningful "preparation for family life" (124).

Any "preparation for family life" should start primarily from the adolescent's own family and social situation, and it should aim at capabilities and basic skills in life roles instead of at rather formal and theoretical "capabilities" (125). It should take into consideration that all students are closely tied to a family emotionally, financially, and legally, at an age when they embark on experiences with the other sex and that most of them look forward to a family of their own after leaving school (126).

Generally, there is a considerable opportunity for "preparation for family life" which could interrelate life experience and school "learning" and start from resources-based learning which aims at life-competency roles(127). To implement this should be even less difficult, since quite a large percentage of young people are oriented towards their own family life and are motivated to "study" family affairs.

A Belgian study, which tried to identify attitudes of young people towards family life (17-23 years of age) found, for example, that(128):

i. 85% regarded married life either as a reality, as quite a probable future or a possibility;

ii. more than 50% stressed that they had received their strongest life impulses from their parents;

iii. more than 73% of those who wished to have children (82% in all) expected to have at least two children while some of those who actually had children (6.3% in all) did not feel happy with them;

iv. half of the young people who had sexual intercourse did not use contraceptives.

Generally speaking, they had quite positive attitudes towards family life, although, as the selected and summarised data show, certain positions may be quite debatable:

What are the important aspects of life?
(13 alternatives were given)

	positive reaction	negative reaction	neither - nor	other or none
Family life	72.2%	2.6%	13.1%	12.1%
Work	68.6%	4.2%	14.8%	12.4%
Socialism	22.9%	20.0%	34.1%	23.0%
Religion	24.9%	14.2%	36.2%	24.6%

./.

Which 3 (of 15 presented) behavioural attitudes characterise your parents?

	1st choice	2nd choice	3rd choice	total
Demanding	8.9%	3.6%	3.2%	15.7%
Attentive	32.6%	13.0%	6.7%	52.3%
Authoritarian	4.2%	5.1%	2.4%	11.7%
Tender/loving	4.1%	7.0%	4.5%	15.6%
Understanding	13.0%	20.8%	16.3%	50.1%
One-sided biased	2.0%	2.1%	5.5%	9.6%
Encouraging	6.3%	11.6%	20.7%	38.6%

Summary of four different questions: Agreements in %	Do you think your generation is quite different from your parents'?	Would you like to have children?	Do you always have sexual relations with the same person?	Do you think that it would be good if deformed children were not kept alive?
Boys and girls	72.7%	85.6%	73.7%	29.3%

So, in Belgium, young people regarded family as really important. There were certainly differences from their parents' point of view.

If young people in other countries have similar notions, it is easy to understand why young people request a "preparation for family life" in schools:

- an in-depth German study shows for example that almost a third of the 15-19 year olds expect more life-satisfaction from the family than from their career or leisure activities;
- an English survey shows that girls were more interested in child care than in contraception;
- a Scottish analysis of 4,000 school leavers found that nearly half the girls put child care at the top of a "list of subjects" in social studies which they would have liked to study at school (129).

./.

Certainly "preparation for family life" in school requires careful planning if adolescents are to reflect upon their own educational process (130). Particular discretion is needed in order to avoid destructive intervention in the students' private and family affairs.

Furthermore, a school which aims at closer connection between school experience and the adolescent's family and which does not want to follow the stereotype of adolescence, has to change its self-concept. It is probably fair to say that a tradition still exists that looks upon educational development as a succession of attendances at different educational institutions. If so, some important consequences result for the "preparation for family life" from the horizontal age-demarcations and respective alignments of cognitive vs. social functions.

As far as the horizontal age-demarcations are concerned, the main obligations of the family are seen as being with the small child. The parents' function is then gradually taken over by the Kindergarten until it is more or less "substituted" by the school. Thus, if these functional alignments are sustained, it is not surprising that "preparation for family life" tends to concentrate on the parent with the young child, instead of on the adolescent as a family member and on the reciprocal responsibilities of the generations.

In addition, an important dichotomy between social and cognitive learning exists. This is well illustrated by the literature as de-schooling and is quite obvious from the separation of the two administrative branches: one being social administration caring for Kindergarten and family-services, and the other educational administration supervising schools. Thus, if the school wants to offer a relevant "preparation for family life" it has to concern itself with the "hidden curriculum" and "model-learning" with the different expectations of parents, students and teachers and with the out-of-school experience of the individual adolescent. Thus, it has to change its structure as well as its fundamental didactic to safeguard better connections between home and school (131), between social and "subject" learning (132), and, finally, between school learning and the life experience of adolescents.

"Preparation for family life" requires some kind of participatory-learning (Beteiligungslernen). However, such an approach is difficult to organise in state- or examination-controlled curricula, since it has to be based on flexibility as well as on a close match between the supply and demand of education in terms of self-organised and self-instructive processes (133).

Moreover, important ideas for "preparation for family life" could be gained from experiences in adult education (134). This is true not only because family education has its roots in adult education and because a life-related situational approach has already been discussed in the USA since the 1920s (135), but because the concentration on information and training in mothercraft classes and in courses on home economics and domestic science gave way to broader concepts of learning after the mid-1950s (136). The non-university institutions developed more holistic methods and strategies, as for example, learning in self-help groups; using theme-centred interaction; probing transactional analysis concepts; or promoting problem-solving methods (137).

./.

Thus, there is considerable experience which could be applied in the field of family education. However, the question may be asked, to what extent adult education didactics - which are rather self-contained as compared with the greater flexibility of its system - are acknowledged by schools and can be transformed and absorbed by them.

Whether the school should and can prepare students for family life, therefore, depends, in the final analysis, on:

i. what kind of "preparation" is accepted and relevant to students?

ii. how do national and local schools systems translate "preparation for family life" into learning and behavioural experience?

Our analysis of the contextual situation of family life, the necessity to prepare young people for it, and the problems encountered by schools in preparation for family life lead to the following conclusions.

In both, Eastern and Western industrial societies, there has been a growing awareness over the last ten years that:

i. the family is generally irreplaceable because of its educational, social and economic functions;

ii. the transition period of adolescents from their treatment as pupils to their responsibilities as parents has been strongly reduced;

iii. the dichotomy between a societal and a family set of values and different life-experiences has to be balanced;

iv. the human, social and financial costs of wrecked, broken or isolated families require a new preventive family policy.

This increasing awareness has led to the expansion of social and financial support for families and the advocacy of a better "preparation for family life".

Agreement exists today that school, with all its limitations, has to play a vital role in "preparation for family life", because

i. all other educational institutions involve only small fractions of the population;

ii. adolescents' attitudes towards the other sex, towards family life and child-rearing, are not yet finally fixed;

iii. the school can help adolescents to reflect upon their own socialisation, to be aware of sex roles and partnership roles, and to recognise changing family structures.

The impact of schooling, particularly in its last years, on "preparation of family life" depends on:

i. the ability of the school to cope with its traditional teaching as far as competitiveness, subject orientation, age limits etc are concerned;

./.

ii. the establishment of better contacts between home and school, between different age-groups, and between school learning and life experience;

iii. the integration of aspects of sex education, parent-child relations or home economics in a broader and practical interdisciplinary concept.

However, the particular concepts and methods through which "preparation for family life" is carried out will certainly differ according to national identities and school systems.

Thus, the overall view of European trends which has been given in the preceding chapters, will now be followed by a detailed analysis of national endeavours for "preparation for family life".

National differences in "preparation for family life" will be illustrated by priorities, developments and strategies in Austria, Federal Republic of Germany, England and Finland. Because of the great variety in school structures and didactic concepts and limitations as to the information available, I do not intent to compare national strengths and weaknesses in "preparation for family life", but rather to focus on alternative possibilities and different practical experiences.

./.

IV. LATENT AND INTENTIONAL "PREPARATION FOR FAMILY LIFE" IN AUSTRIA

In Austria the public discussion about the family and "preparation for family life" is strongly affected by quite contradictory influences:

i. it is hardly disputed in theory or in practice "that the family situation - in which the child grows up - exerts a decisive influence upon both the psychophysical and the social development of young people", that children from unmarried or divorced parents are underprivileged, and that children from illiterate or drug-dependent homes are severely handicapped (138);

ii. Austria has one of the lowest rates of civil marriage and one of the highest rates of divorce in Western Europe with 6 marriages and 1.55 divorces per 1,000 inhabitants in 1977 (139);

iii. in Austria - as in Greece, Italy or Denmark - only about a third of the girls received middle school education (1960) (140) and even today Austria offers only 17 different apprenticeships to 95% of the girls compared with 72 apprenticeships for 95% of the boys (141).

Nevertheless, educational policy was, and is, more concerned with sex education and vocational education than with "preparation for family life". Schools and girls still demand a special womanlike education, and somehow disregard men's contributions to family life. Research has documented sex-role differentiations but has not greatly influenced public opinion as far as role clichés are concerned (142).

In order to understand the latent and intentional "preparation for family life", the attitudes towards sex-role differentiation have to be seen in relation to educational programmes offered in different types of schools and certain teaching principles such as sex education and political education.

1. Family life - as advocated in Austria - tends to be the concern of women

- Fifteen year old girls and their mothers regarded family life as more important than occupational life, as shown in a random survey in 1966 (143).

Grading of different spheres of life according to their estimation by(x):

girls (aged 15)	mothers
2.31 relationship to husband	2.36 care and education of children
...	...
2.53 care and education of children	2.84 gainful employment
...	...
3.11 gainful employment	3.00 housekeeping
...	....

(x) excerpts from table: medium range order

- Housewives engaged in gainful employment, tend to spend a larger part of their time at home on domestic work and leisure than on care and education of children - particularly if they have only one child (144).

Time spent on certain activities by married women with one child

Percentage of hours spent on:	employed women				housewives			
	0-1	2-3	4-5	more hours	0-1	2-3	4-5	more hours
domestic work	19.6	30.0	27.3	17.9	13.0	15.7	28.1	37.5
child rearing	42.0	28.2	10.2	6.6	35.2	28.0	14.2	9.9
leisure	31.8	44.0	14.9	6.9	16.8	40.8	22.7	17.1

- The sexually differentiated distribution of both domestic and family tasks has slowly changed. Certainly, the percentage of employed married women with young children increased considerably between 1969 and 1977 but the lower the educational standards of the family (145), the smaller the percentage of women who are supported by their husbands in domestic work.

Formal education of women	Assistance in child rearing by: husbands	elder brothers or sisters
primary school (VS)	35.0%	42.0%
secondary modern school (HS)	49.0	33.1
with apprenticeship	57.6	31.2
grammar school leading to higher education (AHS)	62.3	26.4
university	70.0	21.9

./.

- Furthermore, schools tend to stabilise differences in sex-role by offering domestic science, dietetics and education to girls only (146).

Compulsory subjects for girls only

TYPE OF SCHOOL	SUBJECT	GRADE
primary school (VS) (x)	- domestic science	7-8
secondary modern school (HS)	- domestic science	7-8
grammar school for girls leading to higher education (stressing domestic science, WRG)	- dietetics and domestic science - psychology/education/ philosophy	7-8 6-8
experimental grammar school leading to higher education I-III, II for girls only	- dietetics and domestic science	7-8

(x) upper grades in rural areas

- Thus, girls who consider such school subjects as domestic science, hygiene and child rearing as very important for women and who would rather opt for foreign languages and sports suffer the typical conflict between traditional role expectations and divergent personal interests (147).

The discrepancy between "role requirements" (accepted as generally important) and "personal interest" (personal concerns of today) of 15-year-old girls in certain subject areas is shown below:

	Difference score role index - interest index	Stratified difference score
domestic science	+ 4.17	+ 24.83
children's education	+ 3.66	+ 22.73
cooking	+ 3.12	+ 19.34
.		
.		
civics/social studies	+ 0.10	+ 0.26
.		
.		
mathematics	- 1.13	- 3.15
geography	- 2.73	- 7.52
.		
.		

+ = predominance of role index
- = predominance of interest index

./.

Therefore, it is quite evident that difficulties will lie ahead in "preparation for family life" if:

i. the household is regarded as the women's domain and women therefore pay more attention to domestic work than even to child rearing. (This is particularly true for working-class women);

ii. sex role differentiation serves as a hidden curriculum, which does not really help young people to cope with structural and functional changes in the family (as described in Chapter I).

2. The contribution of different subjects to "preparation for family life"

Austrian schools do not offer a direct and complex "preparation for family life", although several subjects like domestic science, health education, pedagogy and the integrative teaching principle of sex education and political education do contribute somewhat - particularly in secondary schools (148).

./.

GENERAL COMPULSORY EDUCATION

grade:	5	6	7	8	9	10	11	12	pupils= % 1975/76 (149) in grade 10	pupils (150) 1978/79 from grade 9
special primary school, 1-4 (VS) + (upper grades in rural areas)			(D)	(D)	So L/He	polytechnic course				36,600 joined the 'polytechnic course'
secondary modern school (HS)	Hi	Hi	Hi(D)	Hi(D)	(D)					
grammar school leading to higher education (AHS) (lower division)		Hi	Hi	Hi						
grammar school (AHS) (upper division)					Hi[D]	Hi[D]	Hi[D]	Hi	14.8	75,000
-grammar school for girls (stressing domestic science, WRG)						(P)	(P/Di)	(P/Di)		4,800
-experimental grammar school leading to higher education, I-III,							[D/P_1]	[D/P_1]		4,500
II for girls						(Di)	(Di)			
compulsory vocational schools (part-time education)									53.5	187,000
intermediate vocational schools (BMS)					L		L		14.1	14,000
1. housekeeping school (1 year)					(L)					
2. school of domestic science (2 years)					(Ho)	(L/Ho)				
3. vocational school for women's domestic and catering occupations (3 years)					(L/Ho)	(L/Ho/P)	(L/C/Ho/P_1)			
etc.										

Di = dietetics/domestic science
Ho = home management
D = domestic science
Hi = history/social studies
C = child play and care
L = "Lebenskunde"/pedagogy
P = psychology/pedagogy/philosophy
P_1 = psychology/pedagogy
He = health education
So = social studies

( ) = only for girls
[ ] = optional

+ Abbreviations stand for Austrian nomenclature, see Appendix

For pupils in secondary modern schools ("Hauptschule"), the most relevant "preparation for family life" was previously offered in a one-year polytechnic course.

> "This is compulsory for all pupils who neither attend an intermediate nor a secondary school ... during the 9th year of general compulsory schooling. It serves to consolidate the children's fundamental general education as well as to prepare them for everyday life and practical occupations; in the case of girls, the polytechnic course will further their proficiency in housecraft." (151)

Although the course is mainly directed towards vocational education (152), several subjects of the course are concerned with education for married life and family affairs, particularly subjects like "Lebenskunde" (2-3 hours per week), health education (1 hour), social studies (2-3 hours) and - for girls only - domestic science/child care (4 hours) (153).

In general, the different subjects acquaint young people with their present and future psychophysical and social development in the family and with their future role as parents. Health education, for example, is not only geared towards the function of, and care for, the body, but it includes aspects of child development, married life and social welfare. The subject "Lebenskunde" directly complements these aspects by discussing inter-generational, attitudinal and social demands for family life, and its changes. It is the aim of this subject to prepare young people for life within the family, with old people and with children. Social studies finally place role-socialisation procedures, role differentiations and family life in an environmental and political context (154). However, only girls have to deal with child care and child development at any length through "domestic science" and "child care" which are compulsory subjects. All in all, about one third of all 15 year old pupils who participate in polytechnic courses receive some "preparation for family life".

Grammar schools leading to higher education (AHS) are far less concerned with this area. Only in special schools for girls and through the teaching principle of sex education is there any concern for family life as a subject. Some aspects of human relationships, child development and family affairs are dealt with from a biological, anthropological or historical point of view (155). However, only special grammar schools - mainly for future teachers ("Musisch-Pädagogisches Realgymnasium") - and girls' schools which have included compulsory subjects like pedagogy and domestic science. The curriculum evaluation of experimental grammar schools, however, shows quite clearly that pupils - in contrast to teachers - want more practical or life-relevant options among the additional compulsory subjects ("Wahlpflichtfächer"), particularly options in dietetics/domestic science and pedagogy/psychology (156).

./.

	Options among additional compulsory subjects	PUPILS		TEACHERS	
		for	against	for	against
c	dietetics and domestic science	63	4	-	12
b	pedagogy and psychology	17	11	2	1
n	infant care and child development	10	-	-	-
n	"Lebenskunde"	4	-	-	-
n	commercial subjects (book-keeping)	18	-	3	-
b	political and social studies	11	11	3	9

b = if chosen, covered with other compulsory subjects in "Abitur" examination
c = if chosen, not covered in "Abitur" examination
n = has not yet been offered in experimental schools

The rather reserved attitude of grammar schools towards any "preparation for family life" may result from their general propadeutic concept of education, the concern for traditional subjects, and the view that social attitudes are more influenced by the home environment than by schools (157). Perhaps it is not by chance that these schools neither deal very much with parents nor expect much from parent co-operation. They tend to devote themselves to other educational aims than the home or the pupils (158).

Somewhat more attention is devoted to "preparation for family life" by the differentiated system of compulsory vocational schools for female apprentices and by intermediate vocational schools for girls. According to the particular job orientation, general social studies are promoted by courses in "Lebenskunde" and/or health education and in child care, which pursue the educational concepts of the secondary modern school (Hauptschule).

3. "Preparation for family life" through teaching principles concerned with sex education and political education

Most important in "preparation for family life" are the teaching principles of both sex education and political education with their interdisciplinary function throughout all grades in all schools.

In Austria, a new concept of sex education was developed at the end of the 1960s, as in most European countries. However, the Ministry of Education did not introduce a new subject but rather recommended that all teachers should be involved in sex education in the classroom, that they should agree on an overall plan at the beginning of a given year, and that they should

./.

co-ordinate their intentions with the parents. Teaching and guidance should begin with biological facts. It should help young people to come to terms with their vital interests, and it should allow for different value concepts (159). At the different school levels, careful attention should be given to this area through environmental studies (including general science) in the primary school (Volksschule) and through biology and environmental or social studies in the secondary school. Finally, the polytechnic course offers special opportunities through health education and "Lebenskunde".

Although it was requested, with good reason, that sex education should take care of the personal needs and situations of pupils and that it should be closely related to social ethics and social psychology, only few textbooks (160), curricula and teachers (161) lived up to these expectations. Instead, more attention was paid to curricular recommendations regarding factual biology information as the following analysis shows (162).

./.

Statistical results as of 1.9.1969	primary school			secondary modern school		polytechnic course	grammar school		
	1 - 2	3	4	5	8	9	5	8	10 - 12
sexual differences	x								
genitals				x	x			x	
reproduction					x			x	x
pregnancy									
birth			x		x			x	x
post-natal development					x			x	x
puberty			x	x		x	x		x
sexuality					x			x	x
motherhood/fatherhood	x		x						
family security			x						
meaning of marriage and family						x			
inheritance									x
family planning					x			x	x
sexual hygiene									x
venereal diseases					x			x	
health care		x				x			x

Life-relevant aspects of sex education assume larger proportions in intermediate vocational schools and in some secondary technical and vocational schools. These schools tend to be more concerned with preparation for marital partnership and family affairs, particularly through such subjects as religion and health education. In all types of vocational school "religion" generally touches quite strongly upon problems of married and unmarried life. "Health education" and also "industrial hygiene" are concerned with aspects of sexuality, role differentiation and marital partnership. Certainly, intermediate vocational schools for women's domestic and catering occupations deal most with child care, family affairs and women's life in various subject combinations (eg "Lebenskunde", hygiene, infant care, pedagogy and psychology)(163).

All efforts in sex education have to be seen in relation to different aspects of political education since all political parties in Austria have agreed to a basic degree on political education which stresses that:

i. political education is an educational principle which should permeate different subjects;

ii. political education should be based on the pupils' own social experiences;

iii. political education in schools would be more successful if accompanied by chances for co-operation with the home (164).

The way in which political education should relate to pupils' experiences in the home has been outlined by the Central Study and Planning Group for Political Education. It not only described general goals for political education but also specified methods of instruction and content areas for different grade levels (165).

At pre-school and primary school level, family affairs should be discussed with an interdisciplinary problem oriented approach on the one hand, while on the other, it should be treated as a specific content area within different subjects (eg in the arts, mathematics or the mother tongue).

The family is a major concern in political education taught in the 8th grade of the secondary schools (secondary modern schools as well as grammar schools). Special recommendations are made for different subject areas, although few hints are given on how to increase their interrelated activities (166):

i. in the case of religious education (Catholic) a major aim is, for example, that "The pupils shall recognise that their present conflicts in the families are by no means unique or accidental but have a variety of reasons ...".

Accordingly there should be teaching units on:
1. fathers and sons,
2. the understanding of partnership conflicts,
3. the realisation of one's own position in the family ...;

ii. art education could help to develop a critical attitude towards role clichés in advertising (eg in the press, on posters etc) and show pupils how their own attitudes are prejudiced, although such biases can contradict their own interests;

./.

iii. even foreign languages are used to improve political education: suggested topics on the family are: "Who does what in your family ...? Is there any special reason why a particular member of the family does this or that?" or " to what extent can one begin practising community behaviour within the family?".

The recommendations for political education show quite clearly how family affairs can be discussed without introducing a new subject, and how personal life experience can be reflected upon without intruding too much upon the pupils' privacy.

It may be concluded that there are contradictory provisions concerning "preparation for family life" in Austria. Firstly, the teaching principle of political education does deal with family affairs and supplements the narrow teaching concept of sex education. Secondly, there are several subjects such as "Lebenskunde", health education and social studies which are concerned with sexual relations, generation conflicts and family problems, although little attention is paid to love affairs, partnership and marriage. Thirdly, girls are prepared particularly for family life and home affairs. But, however worthwhile the education in pedagogy and domestic science may be, this approach tends to confirm the sex-role differentiations. Perhaps the general public is neither ready to accept the fundamental changes in the family structure nor is it aware of the need for "preparation for family life".

./.

V. PREPARATION FOR FAMILY LIFE IN THE FEDERAL REPUBLIC OF GERMANY

In the Federal Republic of Germany, neither the federal nor the regional authorities (the "Länder") have developed comprehensive recommendations for "preparation for family life" in schools. Furthermore, no analysis is available which shows what and how pupils are taught in view of their future obligations as spouse, parent and educator. Nevertheless, there are increasing demands that the school should contribute more to the preparation of young persons in this area.

1. The overall demand for and supply of "preparation for family life"

In 1978, the National Commission for the International Year of the Child asked that:

> "The Federal Ministers of Education should nominate a Commission to develop a teaching model for the subject 'pedagogy', since today's pupils will be tomorrow's parents, and since many parents might otherwise never get a chance to learn how to educate their children. Such teaching models could be developed on the basis of already existing learning materials and school experience" (167).

In order to get an idea of how far new demands for a "preparation for family life" are met, it is necessary to analyse some of the curricula of the eleven "Länder", to comment on some didactic concepts, and to summarise some important aspects of the available teaching material.

Generally speaking, education for parenthood and family life is not dealt with just in one subject. As the "Standing Conference of Ministers of Education of the 'Länder'" (the "Kultusministerkonferenz") stresses, there is both direct and indirect support from such different subject areas as biology, health education, sex education, social studies and religion. Even consumer education could touch upon the family as an economic unit.

How the different subjects actually support "preparation for family life" can only be shown by a more detailed analysis of the curricula. Since the responsibility for the curricula falls within the scope of each of the eleven "Länder", the situation in four quite different "Länder" is examined in order to show what similarities and differences exist in predominantly rural areas and city states, in "Länder" governed by Social Democrats or Conservative Parties, and in Protestant and Catholic areas (Table 1 page 49).

The synopsis gives the impression that "preparation for family life" is a more or less "continuous" - although a not quite coherent - process throughout the grades. In addition, thre are three major areas of concern, which are tackled through quite different subject areas:

i. general family affairs are primary concerns of religious education, but are also touched upon in social studies;

./.

ii. more specific sex education is dealt with either through general science ("Sachkunde") and biology, or it is regarded as an implicit principle of education,

iii. a new subject, "pedagogy" was introduced into the last school grades. In many respects, it is relevant to parent and family education (1).

Although all three areas are important for "preparation for family life", they are partly connected with one another. This is due to their respective development in different social circumstances.

./.

---

(1) The term "pedagogy" is chosen in order to differentiate and delimit special subjects (which are offered to pupils of the final school grades) from the general education which takes place in school (by means of all subjects). The same term "pedagogy" is used for courses offered at secondary modern and grammar school level although the courses at secondary modern level are geared towards a practical preparation for life while grammar school subjects are more or less adjusted towards a scientific, propaedeutic approach of teaching.

THE FEDERAL REPUBLIC OF GERMANY: "Preparation for family life" as part of different subjects
(an analysis of syllabi and curricula)

[illegible] number of inhabitants pol. party in power	NORTHRHINE-WESTFALIA 17,1 Mio (1976) SPD	HAMBURG 1,8 Mio (1974) SPD	SCHLESWIG-HOLSTEIN 2,6 Mio (1976) CDU	BAVARIA 10,8 Mio (1976) CDU/CSU

Primary School	NORTHRHINE-WESTFALIA				HAMBURG				SCHLESWIG-HOLSTEIN				BAVARIA			
grade level	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
environmental studies 1) *)	S	SD	S	S	+	F	F	+	S	SFD	SF	S	●	●	●	●
domestic science 2)	D	+	+	+	-	-	-	-	-	-	-	-	+	+	+	+
religion protest. cathol.	+ +	+ +	+ +	+ +	+	+	(F)	F	(F) (F)	(F) -	(F) (F)	- -	(left to churches)			
sex education	====	====	====	====	====	====	====	====	====	====	====	====	-	-	-	-

		NORTHRHINE-WESTFALIA									HAMBURG								
	grade level	5	6	7	8	9	10	11	12	13	5	6	7	8	9	10	11	12	13
Second. Modern School	biology	+	+	+	S	S					S	S	S	S	S				
	social studies/politics 3)										+	F	+	F	+				
	domestic science	-	-	-	-	-					-	-	-	+	+				
	religion protest. cathol.										(F)	F	-	-	(F)				
	sex education	====	====	====	====	====					====	====	====	====	====				
	pedagogy 4)										-	-	-	-	-				
Grammar School	biology	S	S	+	+	+	S	+	+	+	S	S	+	+	SF	SF	+	+	+
	social studies/politics	+	+	+	+	+	+	+	+	+	-	-	-	-	+	F	+	+	+
	economics/domestic science	-	-	-	-	D	D	D	+	D	-	-	-	-	-	-	-	-	-
	religion protest. cathol.	F +	F +	F (F)	F F	S +	S S	+ +	+ +	+ +	(F)	F	-	-	F	-	+	(F)	
	ethics 5)																+	+	+
	sex education	====	====	====	====	====	====	====	====	====	====	====	====	====	====	====	====	====	====
	pedagogy 4)	-	-	-	-	-	-	P	P	P	-	-	-	-	-	-	P	P(F)	P(F)

		SCHLESWIG-HOLSTEIN									BAVARIA								
	grade level	5	6	7	8	9	10	11	12	13	5	6	7	6	9	10	11	12	13
Second. Modern School	biology	o	o	o	S	SF					+	+	S	S	S				
	social studies/politics 3)	-	-	-	-	-					-	-	F	F	+				
	domestic science	-	-	o	o	o					-	-	●	F	D				
	religion protest. cathol.	F +	SF +	o o	o o	o o					(left to churches)								
	sex education	====	====	====	====	====					-	-	-	-	-				
	pedagogy 4)	-	-	-	-	-					-	-	-	F	F	PF			
Grammar School	biology	o	o	o	o	o	o	+	+	+	+	+	+	+	+	F	-	PF	+
	social studies/politics	-	-	-	-	-	-	+	+	+	-	-	-	-	●	-	o	+	+
	economics/domestic science	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	●	D	+
	religion protest. cathol.	F +	SF +	o +	o +	o +	o +	- -	- -	- -	● ●	● ●	● ●	● ●	F F	F F	● ●	+ +	+ +
	ethics 5)										●	●	●	●	●	●	●	+	+
	sex education	====	====	====	====	====	====	====	====	====	-	-	-	-	-	-	-	-	-
	pedagogy 4)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Abbreviations:

F - family affairs are included in subject) (if letters in brackets
S - sex education dominant) only minor concern
D - domestic science aspects dominant) evident)
P - problems of education are included

==== = general concern required, but no subject offered
+ = no concern for family affairs
- = no subject offered
● = no new curricula
o = no information available

---

*) including science, geography, history, etc.

1) in Bavaria: local history and geography as well as general science

2) in Bavaria: needlework

3) in Hamburg: a project "pedagogy" (instead of religion)

4) in Northrh.-West.: a more scientific approach
in Bavaria: a more practical application

5) in Bavaria: ethics instead of religion
in Hamburg: philosophy

In the early 1960s, for example, sex education was under the influence of changing sex roles, the emancipation movement and student protest, which created considerable insecurity in the adult world (168). Then, in the early 1970s strong efforts were made to introduce a subject "pedagogy" in order to counteract the acute shortage of kindergarten and school teachers (169). Finally, "preparation for parenthood and family life" was requested at the end of the 1970s when the importance of family socialisation, the need for wider school reform and the fall in the birthrate, became of greater public concern.

As a result of these circumstances, the different subject areas started with different goals, had different didactic inclinations, and were aimed at different age groups.

2. The concept of "sex education" and its contribution to family education

Because of social and school demands and recommendations, all "Länder" of the Federal Republic of Germany had developed provisional guidelines of instruction or curricula for sex education by 1973. This development came about in connection with the following recommendation of the standing Conference of Ministers of Education of the "Länder" in 1968:

> "By the end of the first year at school, all children should know the differences between the sexes and the facts of motherhood", and by the end of the sixth grade "they should be acquainted with the basic biological matters of human reproduction ... with the physical and psychic changes during puberty, and with menstruation as well as ejaculation" (170).

To what extent, these general recommendations had been taken into account by 1973, in the "Länder" curricula, can be seen from the following table:

Sex education at grade level

	Recommendation	Syllabi and Curricula			
	KMK	Northrh.-Westfalia	Hamburg	Schleswig-Holstein	Bavaria
Boy - girl:					
role and behaviour differences		1.2			1.2.3.4.
physical differences	1.	1.	1.	1.	1.2.
Man - woman:					
role and behaviour differences		2.4			1.2.3.4.
female sex characteristics	until 6.	2.3	4.		3.4
male sex characteristics		2.3			3.4
motherhood (general facts)	1.	1.2	1.	1.	
fatherhood (general facts)	until 6.	3.	1.2		
procreation (in general)	until 6.	3.		until 6.	3.4.
procreation (biological aspects)		3.	4.		1.2.3.4.
pregnancy ("a child originates and is growing")	1.2.3.	3.	4.	until 6.	
pregnancy (biological aspects)	until 6.				
birth	until 6.	3.	4.	until 6.	1.2.
changes during puberty:					
physical changes	until 6.	4.		until 6.	4.
mental changes					
menstruation		4.			3.4.
ejaculation		4.			3.4
intimate hygiene		4.	4.		4.
children of incomplete families		2.			
exhibitionism	1.2.3.	2.		1.	
friendship and love		1.3.			3.4.

Because the different aspects mentioned in the table above were taught in the context of general science and biology, it might be concluded that:

i. sex education is far more concerned with physical developments and functions than with family affairs or social problems of life (172);

ii. above all, instruction aims at propaedeutic information and it is less concerned with the family situation of the pupils or with parental competence (173);

iii. the anthropological, cultural and psycho-social context of sexual behaviour and role behaviour receives so little attention that social and family relations in a multi-cultural and multi-racial society can hardly be understood (174).

Thus, sex education can only be considered as a very small part of a much needed "preparation for family life". Some curricula for primary as well as for secondary school, however, include certain aspects which are directly geared towards family problems.

For example, at primary school level in Hamburg, pupils in the first and third grades are taught about the caring and educational function of the family so that they realise the different role expectations of its members. Therefore, whenever possible, the children's own experiences should be taken into account (175).

Above all, the perspective of sex education is broadened in the last years of secondary education. According to the curriculum guidelines for Hamburg schools, the following themes are offered for discussion in the secondary modern school (Hauptschule):

i. encounters between male and female adolescents: friendship, courting, falling in love, love;

ii. marriage and family: choice of a partner, engagement, marriage, early marriage (reasons, difficulties), the complete and the incomplete family;

iii. family planning in responsible parenthood, the dangers of abortion.

At grammar school (Gymnasium), the above-mentioned topics should then be dealt more thoroughly in several subjects. Marriage, for example, could be discussed further with regard to:

i. motives and criteria for marital engagement (bonds, commitment, liaison) (eg mental maturity, mutual interests, differences in age and education, economic prerequisites);

ii. crises in marriage (human and legal problems, sexual and social loyalty, separation or divorce);

iii. the unmarried state (planning a life without marital bonds, motives for a deliberately single state) (176).

Such a broadened perspective for sex education, offers chances to cope with marital problems and family relationships in a more coherent and holistic way, but, if this approach is to be realised, some obstacles have to be overcome. Apart from the fact that teachers have received hardly any relevant training, "teaching material" or teaching time, it is above all the school structure, which hinders a coherent and continuous form of personal and social education. In this respect, important changes are needed for a "pedagogically significant sex education" as is stressed in the teaching guidelines of North-Rhine-Westfalia (177).

3. The subject "pedagogy" in the final grades of the secondary modern school and the grammar school

In the early 1970s, considerable efforts were made to introduce "pedagogy" as a new subject into the timetable of the grammar school.

The introduction of "pedagogy" as a subject was recommended in order to meet a critical lack of teachers. It implied a reassessment of certain vocational aspects and was influenced by certain traditions in girls' education (178).

But, it was gradually recognised that the teaching of "pedagogy" should generally help young people to gain new insights into their own educational process and to develop new attitudes towards children, parents and their educators (179). From a random test with pupils who took the subject, and from a consultation of all teachers who taught it in North-Rhine-Westfalia, three additional expectations were quite evident (180). The subject should include:

i. a preparation for the role of parenthood (insofar as parents have an educational function);

ii. a propaedeutic vocational aspect with regard to the functions of professional educators;

iii. a theoretical preparation for the purpose of "educational practices in society" (181).

"Pedagogy" ("Erziehungslehre, Pädagogik, Erziehungswissenschaft") was taught in the mid-1970s in Bavaria, Bremen, Hamburg and primarily in North-Rhine-Westfalia at the sixth form grammar school level ("Gymnasiale Oberstufe").

At secondary modern level, (the fifth form of the "Hauptschule"), a similar subject is offered only in Bavaria (called "Erziehungskunde") (182). According to the age and capacity of comprehension at the different levels of schooling, the aims and the didactic principles of the subject are different.

./.

The teaching of "pedagogy" in North-Rhine-Westfalia at grammar school level originally started from the life situation of the student and was therefore strongly inclined towards family education (183). However, between 1963 and 1972, the curricula blueprints showed an increasing withdrawal from practical aspects. With the introduction of the reformed sixth form (reformierte Oberstufe) behavioural aims were no longer formulated; the practical aspects were abandoned altogether; the students' own experiences were taken into account for methodological reasons only; and the instruction received a more and more analytical, literary and scientific orientation (184).

Instead of promoting competencies to cope with personal or family demands, the curricula advocated an understanding of educational theories, processes and systems (185).

Thus, the teaching of "pedagogy" at grammar school level, only partially contributes to "preparation for family life and parenthood".

At secondary modern school level, the curricula - which were introduced in 1977/1978 in Bavaria - are geared towards family affairs and more concerned with the practical abilities of the pupils.

There are two main concerns when teaching "pedagogy" to students in the eighth to tenth grade (here called "Erziehungskunde"). On the one hand, the student has to be aware of himself as someone who is being educated, and on the other, he has to become acquainted with his future role and life situation as a parent (186).

As far as the didactic principle is concerned, instruction should be based on practical and life relevant situations. It should motivate the student to commit himself on the basis of his own experience; and it should train him in a propaedeutic way to recognise and carefully consider alternative life decisions. Finally, closer co-operation between home and school should be encouraged and there should also be co-operation with other subjects (eg with social studies, economics, domestic science and sex education) (187).

With regard to the educational aims and didactic considerations, learning objectives and main fields of study have been set down for the different grades. Nevertheless, it is left to the teacher to choose from the contents suggested and to organise learning sequences based on the students' previous experience and knowledge, as well as their motivation and capacity for comprehensiion.

./.

As main fields of study, the curricula recommended for grades eight to ten of the secondary modern school are (188):

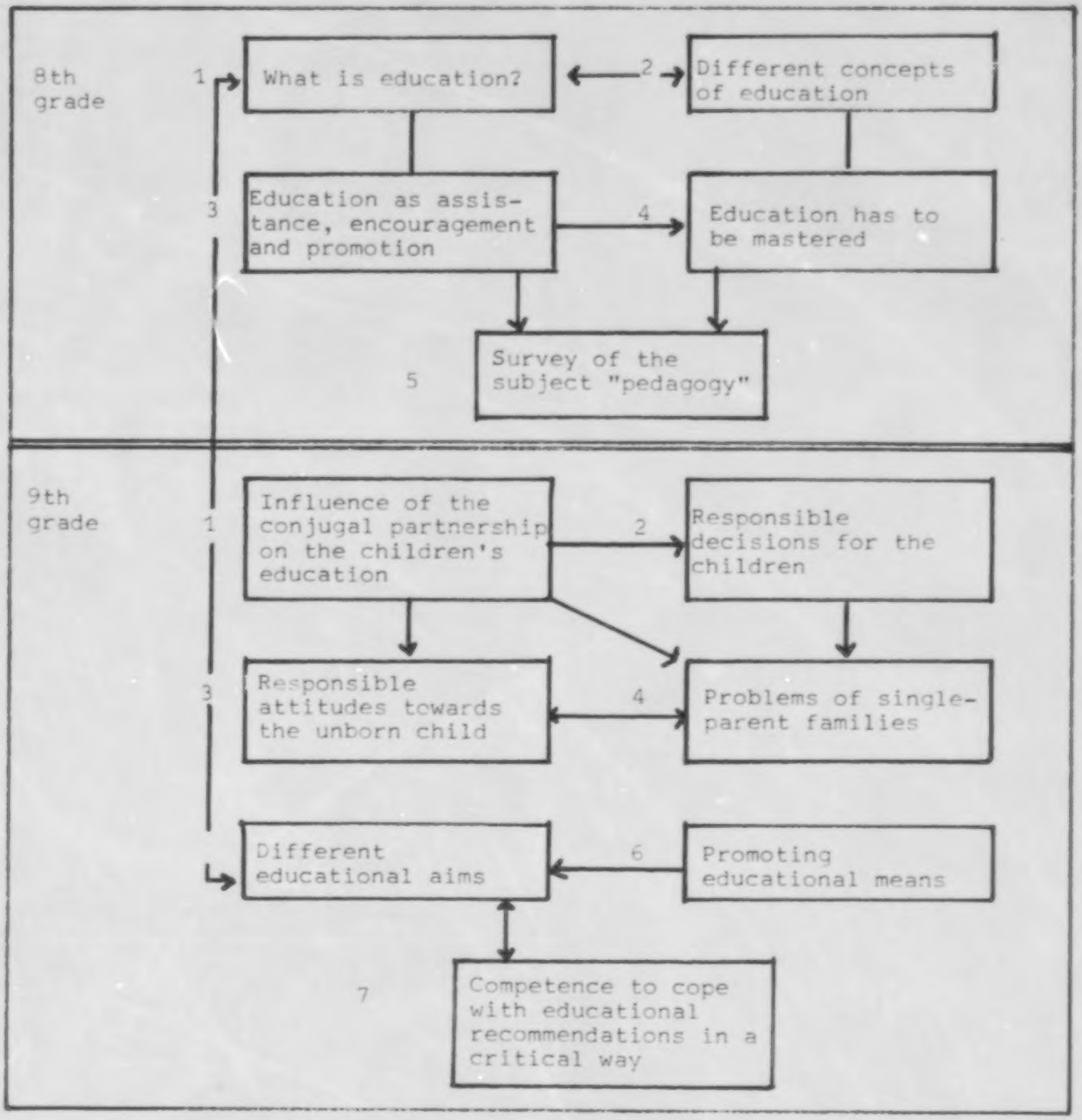
Grade 8	Grade 9	Grade 10
1. basic questions concerning the subject "pedagogy" (ie some insight into the curriculum)	1. responsible parenthood	1. the human need for education
2. education in infancy	2.- 4. more differentiated discussion of the same topics as in grade 8	2. authority in education
3. education in pre-school age	5. education in adolescence	3. ways and means of educational behaviour and practice
4. education in school age	6. educational aims and attitudes	

The synopsis of this section of the curriculum shows how basic questions which have been tackled in grade 8 are given a more practical meaning in "preparation for family life" in grade 9 (189).

However, family affairs are not only discussed in relation to basic educational questions, but almost all curriculum sections are either related to the home, to marital partnership or to parental education. In addition, there is a special curriculum section, which is directly concerned with "responsible parenthood" (190). How the teaching should be organised according to "learning objectives", "learning content", "methods of instruction" and "learning success" in the ninth grade can be seen from the following synopsis.

./.

Curriculum section: basic questions


8th grade
1
What is education?
2
Different concepts of education
3
Education as assistance, encouragement and promotion
4
Education has to be mastered
5
Survey of the subject "pedagogy"
9th grade
1
Influence of the conjugal partnership on the children's education
2
Responsible decisions for the children
3
Responsible attitudes towards the unborn child
4
Problems of single-parent families
Different educational aims
6
Promoting educational means
7
Competence to cope with educational recommendations in a critical way

Grade 9

	Learning objectives	Learning content	Methods and procedures of instruction	Teaching and learning success
1.	RESPONSIBLE PARENTHOOD			
1.1.	Awareness that harmony in conjugal partnership is an essential prerequisite for a sound psychic, mental and intellectual development of a child.	Essential attitudes and behaviour in favour of a successful conjugal partnership ie: sincerity and reliability; no domination by one partner; possibilities to express one's feelings and readiness to accept the feelings of the partner; to talk to one another; to have regard for one another; and to discuss religious questions, aims of life as well as values. Transferability of partnership-attitudes of spouses to the educational treatment of the child.	Interpretation and assessment of texts concerning marriage guidance; elaboration of important attitudes and behaviour in favour of a satisfying and competent conjugal partnership - starting from controversial cases taken from specialised books, films etc. Instructional discussion on possible influences of parental attitudes and behaviour upon children. An example of possible effects on the child if the parents do not co-operate as partners.	Knowledge of important attitudes and behaviour in favour of a successful conjugal partnership. Specification of possible effects of such attitudes and behaviour on the child.
1.2.	...	...	...	...
1.3.	...	...	...	...
1.4.	Insight into problems which may arise if father or mother has to care for a child alone.	Possible reasons for an education by one parent: ie: lack of money; necessity of work; overload of burdens due to work, domestic tasks and education.	Interview with representatives of information centres or social services. Analysis of reports and films. Interpretation of situations in daily life. Discussion on children's life so far.	Demonstration of cases showing the educational problems of single-parent families.
2.	EDUCATION IN INFANCY ...	...	...	...

./.

Didactical and methodological proceeding	Sequential subject matter/ learning content (t = teacher p = pupil)
1. ENCOUNTER OF THE PROBLEM a. Motivation - Tape recording	T.: Karin, ten years of age, takes her five-year-old brother Martin to the playground. She meets her girl friends there, while little Martin plays in the sand pit with his play-mates. Today, as usual, after a few minutes little Martin has a quarrel with the other children; he fights and screams. But today Karin will tell her mother: "Whenever we are at the playground Martin starts a row in the sand pit and makes everyone cry. It's Martin who always destroys the sandcastles of the other children; he takes their toys or starts a fight. Nobody will play with him anymore". Mother is perplexed: "But on his own Martin always plays beautifully!".
spontaneous discussion	P.: Maybe Martin does not take his own toys to the playground; maybe he is irritated and annoyed by the other children; or not allowed to join their playing; something is wrong with him.
b. Recognition of the problem by the pupils	P.: How can Martin be helped?
2. ANALYSIS AND INTERPRETATION OF THE PROBLEM a. Proposing a hypothesis	T.: The parents have come to know about Martin's behaviour; which reactions are possible?
- Discussion in the form	P.: They could: - scold the boy, - examine whether they are being told the truth, - forbid him to play with the other children, - discuss with him why he behaves this way, - try to find the reason for his behaviour.
b. Structuring the educational intervention - First aim:	Educational possibilities of the parents T.: Let us imagine three different kinds of parental behaviour towards little Martin:
Group work of the class (group 1)	The parents are angry: They forbid him to play with the other children; they do not allow him to watch television; he has to stay by himself in his room ...
(group 2)	...
(group 3)	The parents discuss the problem: They try to find reasons for his behaviour; for example - peculiarities due to his development, such as defiance and opposition; - the broadening of his experience in the sense of: "How far can I go? When will they react?" - ... - did they ever try to help him find his own way in a group?
first summarising interpretation	T.: Please note keywords of the three different parental reactions to Martin's behaviour.
- Second aim:	Education means encouraging children to cope. T.: Can Martin cope with his situation all by himself? ... ...
c. General resume Role playing	T.: (provocative) The sister could have supported Martin! Let the parents, Karin and Martin experience the three different situations ... ...
3. APPLICATION OF THE GAINED INSIGHT	T.: Please, pupils, try to apply our strategy of analysing a problem to one of the following examples (work sheet, overhead projector): Case 1: Twelve-year old Judith always has difficulties with her homework. Although she is able to cope with it, doing her homework takes her a tremendous amount of time. Dawdling, listening to music and untidy performance are quite typical of her way of studying. ... ...
4. CONTROL OF LEARNING OBJECTIVES	T.: - Consider, where, when and how your parents do and did assist you. - You have become acquainted with one way of how to choose one of several educational possibilities which appears to be promising. ... ...

In additional information, it is carefully discussed how the different curriculum segments (regarding "responsible parenthood", "education in infancy" or "basic educational questions") can be put into practice (191). This information stresses quite categorically that the teacher should use, as a basis, the students' own experience (whenever possible), that he should use a problem-oriented approach (in order to attract the students' interest) and that he should stimulate participatory learning (to safeguard the life relevance of this instruction). The effect of such teaching will probably be that it is strongly related to the students' home affairs. An example may illustrate the possibilities of such a problem-oriented approach (192).

Generally, it is quite obvious that the didactic approach as well as the learning content of the subject "pedagogy" in the secondary modern school fulfils a meaningful function for "preparation for family life". In contrast to the teaching of "pedagogy" at grammar school level, this teaching is far more geared towards the student's own experience and towards practical competence in life situations. It stimulates not only the students' reflections on their own educational process, but points also to the need of children for attentive care and explains parental roles and tasks. Because of this personal relevance to the students' own experiences, it is crucial that teaching should neither hurt nor disregard their intimate family relations and that it should not degenerate into a group-dynamic laboratory (193).

On the whole, the subject "pedagogy" is a very important extension to the concept of sex education. In addition to predominantly biology-oriented sex education, the subject promotes a different basic attitude towards the child and family life with children. However, while sex education is generally taught in all grades, there is still little awareness among educational administrators that a child-oriented "preparation for family life" cannot be limited to the final grades, because the attitudes and values can hardly be transformed at this age (194). Finally, it has to be borne in mind that family life is not restricted to a sexual and educative function. However, some promising initiatives in favour of an earlier start and of a more holistic approach towards family education do exist. They will also be mentioned here.

4. Special initiatives and teaching material concerned with family affairs

Although "preparation for family life" was not really requested in public until the late 1970s and although no integrated curricula have yet been developed, there have been some interesting individual initiatives since the beginning of the decade. As "preparation for family life" should not concentrate on a particular age group, some examples will be given of how preparation can start at primary level, how it can be extended at junior school, and how it can be followed up in the final grades.

a. At primary school level, several curriculum units - for example religion, sex education and general science - involve family affairs. The Hamburg curriculum for environmental studies, (1974) particularly, requires ample discussion on the family:

i. in the first grade about ways of living together, about roles and different functions;

ii. in the third grade about changes in the family structure since the pre-industrial period.

./.

In addition, role-playing is strongly recommended (195), because pupils should not only discuss but also experience different behaviour, and they should develop action skills and the ability to solve problems.

But although the environmental studies curriculum recommends the teaching of social - and particularly family - affairs, little didactic information is available for the teacher. Here some didactic elaborations and reports on practical experience must also be considered.

A didactic concept was developed, for example, for education about the family as a field of social and especially practical experience (1977) (196):

i. the author wants to provide the pupils with an opportunity to develop a new awareness of themselves, to reflect on their situation in relation to that of other family members, and to question self-evident facts and rules of conduct;

ii. the concept supplies teachers with an analysis of the subject matter, a concept for the course and with didactic reflections as well as work sheets for the pupils;

iii. it develops recommendations for three educational "programmes" concerned with:

    a. the family: in the past, in the present, and in other countries;

    b. my family and I;

    c. a conflict arises (197);

iv. it regards parental involvement as essential for the mutual understanding of the life styles of different generations.

The booklet, thus, offers helpful suggestions for a versatile field of application and it covers cognitive as well as affective dimensions in "preparation for family life".

An additional report on teaching experience to third-graders shows - according to the author that: (198)

i. primary school children are generally not too burdened if family affairs are discussed in school;

ii. they recognise role patterns and begin to understand that these, as well as family affairs, are influenced by social conditions (199);

iii. children begin to see family and social affairs as interchangeable so that their own concrete experiences can be broadened;

./.

iv. sometimes even parents - who carefully deal with modifications of their children's behaviour - begin to re-evaluate their own norms.

Thus, in the author's opinion, a family-oriented teaching is needed not only because of the early internalisation of norms and attitudes, but because the instruction also leads to an increasing awareness of family roles and relations as well as social dependencies and changes.

If such early instruction on family affairs is supplemented by a continuous parent-participation in the classroom - as carried out on a rota system in 150 of Hamburg's primary schools - then an important "preparation for family life" could already be carried on at primary school level.

Parental involvement in classroom activities started in 1970 arising from the following questions:

- Is it realistic for schools to consider as successful any education of children without the intensive co-operation of their parents?
- Will such co-operation not remain fragmentary in everyday life at school?
- Should working together in the classroom not be the most effective form of co-operation?

The experiment was made and parents were involved in school and classroom activities. Their activities were directed towards:

- instruction of special interest or training groups
- guidance and furtherance of only children
- control of and help with homework (done in the classroom)
- assistance in group work or resources-based learning
- participation in instructional projects
- etc. (200)

b. Considerably more initiatives have been aimed at family-oriented studies in secondary schools than in primary schools.

./.

The Ministry of Education of Hessen published special teaching material for family studies in 1973:

> The didactic concept starts from the formulation of socio-historical questions; it applies the problem approach, offers selected material for various teaching situations and leaves the selection and arrangement of the material to the teacher (201).

The German Association for the Protection of Children requested the introduction of "preparation for family life and parenthood" as an integrated learning principle at secondary level in order to limit the vicious cycle of deprivation (202). It developed fifteen curricula units (curriculum-bausteine) which were intended to aid the teacher's didactic preparation and to provide well-selected teaching material.

All curriculum units have one main theme (eg parents and their first child; the young child in the security of its home; family culture; etc), and they follow the same structural pattern. Firstly, they offer basic information on the topic itself, which then leads to a taxonomy of objectives and to sequences of learning, before methodological hints and teaching materials are presented.

If one takes for example the curriculum block "the young child in the security of its home" (203):

- The basic information accentuates, for instance:

  > "Security in the home is a crucial prerequisite for the whole further development of a child ... if it is missing, more or less pronounced disturbances might happen ....."

- Then, a sequence of learning objectives is developed which may be applied in view of the learning dispositions of the pupils and with regard to the available teaching time.

  It includes such aims as:

  > The student "should be able to substantiate why security in the home is an important prerequisite for child development"...

- Afterwards a taxonomy helps to organise the complexity of these aims, for instance with regard to cognitive learning goals, such as:

  > knowledge, comprehension, application, evaluation ...

./.

- Then some tests are added for the adjustment of the teaching to the students' abilities. Questions are for example:

  Who is the person with whom one has the strongest fundamental relationship (Bezugsperson)?

  = The person who has given birth to the child?

  = A person who is qualified as a nurse?

  = A person towards whom the child develops an intimate relationship etc.

- The added teaching material is closely related to the methodological planning of the instruction.

  It can be used to start a period for working groups or for homework. Quite often controversial scenes are given for interpretation or to provoke personal reflections.

- And finally methodological hints remind the teacher for example:

  There are children in every class who do not lives happily in security at home. Therefore the instruction has to stress from the very beginning that it is in each student's own power whether he or she later offers security to his or her own child. So experiences of failure could be met with prospective possibilities.

Although the teaching units may have some shortcomings in information, show too little concern for the actual and social situation of the pupil and perhaps provide a slightly confining structure - they nevertheless offer worthwhile help to the independent teacher and really point out the need of "preparation for family life".

Altogether the awareness of the need for "preparation for family life" has slowly increased over the last ten years. It has been shown that such a preparation cannot concentrate on one age group or method, and that the success of teaching will depend heavily on the inclusion of the student's life experience and co-operation with parents in the learning process.

In addition, the general idea has changed from sex education via "pedagogy" to a more family-oriented education. Each area started with an interdisciplinary approach and a supply of teaching material, but finally it finished with a more structured and subject-oriented curriculum, which was put into practice. Today, "preparation for family life" now appears to be the broadest concept and the one most relevant to the students' own experience.

Finally, the teaching in each area started at secondary level and then had repercussions on primary grades.

./.

As the situation is at the moment, "preparation for family life" could probably meet the students' needs particularly at secondary modern level, if:

i. the school structure were really to allow for participatory learning and discussion of personal matters;

ii. the teacher were more concerned with student problems than with subject goals;

iii. the students could learn to solve problems and extend their ability to act.

./.

VI. PREPARATION FOR FAMILY LIFE IN ENGLAND

In England, there has been a long pragmatic tradition of caring for basic aspects of family life wherever a need occurred.

1. Changed attitudes towards preparation for family life since the second world war

In the late 19th century, a field of priority was to "raise the standard of health and living in the homes" of the poor. Therefore, practical housewifery was introduced into some elementary schools in 1890, and in 1909 the Board of Education agreed that girls over 15 could choose a course in domestic science instead of applied science (204).

During the second world war, when nursery schools were closed, experimental teaching in the subject of "parentcraft" in Scotland led to the creation of the "Parentcraft Department" of the Aberdeen Education Authority. In this area, tuition in mothercraft was introduced as a part of the timetable of all secondary schools (205).

After the second world war, the Ministry of Education stressed that "parentcraft" should be an important component of the school's work in "homecraft", and that homecraft as well as parentcraft should be available to girls of all ages in all types of schools (206). While there was a strong indentification of parenthood with motherhood in the 1950s, the perspective was broadened when the Plowden Report offered guidelines on parent education through more formal home-school links and the involvement of parents and parents-to-be in informal educative environments, eg play groups etc (207).

In 1980, the National Children's Bureau published a booklet on the preparation for parenthood, which analysed and discussed students' interest in "preparation for family life", general goals for the course content as well as curriculum planning, and some fundamental questions; for example, whether such preparation should be directed towards all young people or whether it should concentrate on vulnerable groups (208).

Generally speaking, it can be stated that the demand for "preparation for family life" has increased over the last 10 years because of:

i. the re-evaluation of early childhood in the late 1960s (209);

ii. the rising divorce and abortion rates since the early 1970s (cf. p. 22);

iii. health education "in its new form, devoid of its drains and diseases image, now relates to personal relationships ... and the whole variety of social situations" (210);

./.

iv. there is a public swing towards family life in view of the decreasing satisfaction with the welfare system and a call for personal as well as social education in schools (211).

However, according to the prevailing opinion: "Education and preparation for parenthood ... remains a field to which we devote scant attention" and " ... the curriculum for the majority of secondary school children continues to neglect education concerning the responsibilities of family members and parents; although a relatively small number of teachers is involved with related work, mainly for girls ..." (212).

Outside such general statements concerned with overall trends, few relevant facts on the school situation are presented by those who favour or oppose a family-oriented education. Furthermore, such facts are difficult to find, since the English school system is decentralised and leaves considerable freedom of choice to schools as well as to teachers. Therefore, the best way to gain more detailed insight into what actually happens in schools may be:

i. to summarise some scattered data about schools and student participation in "preparation for family life";

ii. to analyse examination requirements;

iii. to point to private as well as to public initiatives for a family-oriented education.

2. Proportion of pupils acquainted with sex education and child development in schools

Since the early 1970s concern for "preparation for family life" has increased, but it is still diffuse and without a clear consensus of ideas about how future parents should actually "behave".

However, some survey figures of what is actually taught in schools are available. As part of the "National Child Development Study" in 1974, it became evident that a considerable percentage of the 16-year-old population had received some sex education concerned with reproduction (how babies are conceived and born) and that "there had been a considerable increase in the breadth of teaching of subjects related to human reproduction since Schofield's study in 1964 - as far as boys are concerned.

	Schofield 1964 age 15-19 1,873 interviewed		National Child Development Study 1974 age 16 12,101 questioned	
	received specific instruction		said they learned about it at school	
	boys	girls	boys	girls
Reproduction/contraception	47%	86%	70%	83%

(213)

Nevertheless, little attention was yet paid to contraception, to the care of babies and to practical problems of family life in 1974. A large-scale study shows that:

Information about sex and parenthood lessons received at school by age 16 in 1974 (data from a follow-up study of 12,000 youngsters) (214).

Boys and girls receiving sex education instruction at school by age 16

Topic	% receiving instruction	
	Boys	Girls
Reproduction	89	93
Emotional aspects	65	71
Contraception	54	60
Venereal disease	65	70

Sex and parenthood lessons at school by age 16

Topic	a. received lessons	b. wanted more
How babies are conceived	76	13
How babies are born	74	16
How people get venereal disease	57	36
The care of babies	32	55
How children grow and develop	51	38
Practical problems of family life	40	57

Certainly, important regional differences exist with regard to the sex behaviour and intellectual ability of the students. On the one hand, information from Scottish school leavers in 1975-76 shows that 73% of the boys and 58% of the girls did not study curriculum areas concerned with family affairs (such as social education, health education, or child care) at all in the final grade. On the other hand, a secondary school survey carried out in England and Wales in 1979 suggests "that the majority of courses are both aimed at, and taken by, pupils in the lower percentages of the ability range" and that almost all courses were available to pupils aged 14 to 16 but hardly ever to the 16 to 18-year-olds (215).

./.

"Receiving lessons does not, of course, constitute in-depth study, and although we have no knowledge of how many schools offer non-examination courses concerned with aspects of preparation for parenthood" - we do have a review of candidates sitting for examinations at different levels (216).

In Britain, school subjects are heavily influenced by external examinations. There are three major levels of examination. Two of them are more academically orientated - the "General Certificates of Education" at the Ordinary and Advanced levels (GCE O-level and A-level). The third is primarily geared to the non-academic student body in comprehensive and secondary modern schools, the Certificate of Secondary Education (CSE) (217). The CSE allows for an external examination (Mode 1) or an internal school examination moderated by the board (Mode 3).

Subjects relevant to preparation for parenthood education, which were examined at the GCE level, were offered by six of the nine national boards; and examinations in child care and development or related subjects were taken at the regional CSE level in 1978 by about 17,000 students in England and Wales.

Entries to public examinations in subjects related to child care and development in 1978 at CSE level

Examination/Type	Number ot Boards		Candidates
	Offering	Considering	
CSE external (Mode 1)	7	1	13,188
CSE internal (Mode 3)	9	1	3,831
GCE 'O' level external*	-	-	-
GCE 'O' level internal	-	3	-
Certificate of Extended Education	1	-	21
GCE 'A' level*	-	-	-

* Four GCE Boards reported some related syllabus topics covered within the subjects Human Biology, Sociology, Psychology, Integrated Humanities, Domestic Science, Home Economics, Religious Studies and Home and Community Studies (218).

It should be noted that:

i. most of these CSE examinations have come into existence over the past five years;

ii. they are particularly furthered by a minority of the 132 rather autonomous local education authorities (Bedfordshire offers, for example, child development courses in all its 18 upper schools and in Birmingham 60 schools have courses in child development or preparation for parenthood with 10.5% of the year group taking this subject in 1978-79 etc);

./.

iii. the examinations are strongly encouraged by individual schools and meet a lively student interest (the East Anglia Board, for example, shows a four-fold increase between 1978 and candidates expected in 1979);

iv. yet only 11% of the schools offered and 2% of the total candidates followed a course on parentcraft (or related studies) in the area of Yorkshire and West Midlands Examination Boards (219).

Fron examination figures collected, it can be speculated that "despite recent large increases in the availability of properly examined parent preparation courses, only about 3% of the pupils in a national year's age group of about 700,000 are taking them" - compared to examination quotas of almost 50% in subjects like biology (220).

3. Instruction requirements of examinations at CSE level (Certificate of Secondary Education)

The general concept of "preparation for family life" could comprise quite different examination courses, which might be proposed under such titles as "Child care and development", "Homecraft", "Parentcraft", "Family and the child in the community" etc. The majority of the courses are based in the schools' home economics departments, and there is some overlap with examinations and syllabi in health education, social studies and domestic science. The courses are usually offered by comprehensive and secondary modern schools. They are mainly taken by the so-called less academically-inclined girls and are sometimes criticised for being "easy options".

At CSE level, some insight into the school instruction and learning procedures may be gained from the syllabi, examination papers and the marking schemes of a few regional examination boards (221).

The Metropolitan Regional Examination Board, for example, holds an examination on "Child development and the family" (Mode 2).

This examination was strongly advocated by the Home Economics Inspectorate of the Inner London Education Authority (ILEA). It met with increasing approval on the students' side and reached a certain consolidation of its standards (222).

Number of candidates sitting for and passing the examination from the ILEA:

Grade	1973	1974	1975	1976	1977	1978
1 Ungraded	2 3	18 54	48 54	77 160	103 260	144 259
Total	29	319	779	1,216	1,774	1,962

./.

The aims of the 1980 syllabus (Mode 1) are as follows (223):

"i. to provide for the pupils a course in which, by studying family life and the pre-school child, they themselves may be helped to grow towards maturity and become responsible parents;

ii. to encourage a greater awareness of the needs of young children through learning about environmental and other circumstances which may affect their development."

The syllabus is designed to cover two years, but it could be taken in one year by fifth or sixth year pupils. "An essential part of the course is practical experience with under-fives in play groups, nursery classes etc," and it tries to cover:

i. social influences on, and means of support for, the family;

ii. prerequisites and consequences of marriage and parenthood;

iii. child development from conception onwards;

iv. how families adjust to children (new-born babies, children with special needs, or adopted children).

All the compulsory areas of study - such as "growth and development from conception on", "needs of the baby and young child", "family adjustment to the new baby", "marriage and parenthood" - are explained by sub-headings. These are for the area "growth and development from conception on":

- heredity: physical and temperamental characteristics,
- nutrition and its effects on the mother and unborn child,
- health during pregnancy,
- physiology of pregnancy and childbirth,
- preparation for the new baby,
- infant welfare services,
- clinics and immunisation.

In addition, notes of guidance, information about the marking scheme, previous question papers, reading and visual resources lists, and sometimes hints for teachers are available. Altogether, these sources represent a type of immanent curriculum guidance for the schools' teaching.

Guidelines produced by experienced teachers to support the examining board try to specify and interrelate, for example, objectives, areas of knowledge, learning/teaching strategies and resources:

i. in view of the function of the family within present-day society and the responsibilities of parents (see example below);

ii. with regard to the needs and capabilities of the infant and the mother/child relationship during the first two years;

iii. in order to give pupils an understanding of the development of play and language etc (224).

./.

Objectives	Knowledge	Learning/Teaching strategies	Sources
Pupils will be able to: i. compare and contrast different patterns of family life in Britain ii. identify factors leading to change in family life	Our social structure Extended and nuclear families Chaning patterns of family life Other cultures resident in Britain	Discussion on: Family and kinship Building the family unit Importance of the family in any society Talks by members of other cultures on family life	Magazines: ... "Families" London Missionary Society "The Family" Humanities Pack Films: "Four Families" The Family of Man - series Books: "Cider with Rosie" Laurie Lee
i. describe various patterns of marriage ii. explain the legal and financial aspects of marriage iii. discuss roles, relationships and responsibilities	Marriage as an institution and its alternatives Cultural patterns of marriage Roles, relationships and responsibilities Legal and financial aspects	Discussion on: Marriage customs and cultural and religous influences	"The Family and Marriage" R Fletcher, Penguin "For Better, for Worse" "Marriage and the Family" Penguin's Connexions "The Family" Waddington, Batsford ...
i. identify reasons for planning a family ii. list methods of family planning and their relative merits	The need to plan and why Religious teaching and cultural influence National policies affecting family size Forms of family planning Adopting a family	Talk from health visitor or health education officer on family planning Discussion on factors affecting family sizes	Leaflets and film from Health Education Office Family Planning Association coursellor Films: "Have You Got a Male Assistant, Miss?" Happy Family Planning" ...
...	...	...	...

./.

These guidelines given by experienced teachers should be "used with flexibility so that the starting point for the work will vary from school to school. The comprehensiveness of the content will be determined by the maturity of the group, its ability and the time available. It is hoped that teachers will find alternative resources and devise further ideas for the learning/teaching strategies ...".

Thus, the schools are more guided than regulated to cope with the examination requirements which are specified through examination and marking procedures:

The examination consists of two sections: an externally marked "written paper" (of 2 1/4 hours) which carries 30% of the marks; and internally examined "course work" which carries 70% of the marks.

The "written paper" consists of:

i. Compulsory short answer questions:

In 1979, ten questions had to be answered, eg (225):

1. What is meant by
   - the child's environment?
   - maternal deprivation?
   - an anti-natal clinic?
2. Suggest two ways in which a husband can help his wife during her pregnancy.

ii. Essay-type questions:

In 1979, four out of eight questions had to be answered, eg:

4. You have been asked to look after a three-year-old child whilst its mother is in hospital. What could you do to lessen the alienation which the child might experience at being away from home and separated from its mother?

The internal examination of the "course work" is directed by "practical assignments", "notes of guidance", and a "specimen marking scheme". If all three pieces of information are interrelated by the teacher (as we have shown in the table), he will gain some overall evidence of what to teach in view of the situation of his/her pupils. According to the 1980 syllabus, it can be summarised as follows:

./.

"The examination"	"Notes of guidance"	"Specimen marking scheme"
I. Practical Assignments to be marked as follows: 1) Family Living one toy and one child's garment or two toys or apparatus using different materials (max. 20 marks of 140)	... The garment may be sewn, knitted or crocheted. The toys/ apparatus may be constructed from ...	Toy Suitability for age of child; attention to safety factors; construction; design; and Apparatus Suitability for age of child; attention to safety factors; construction; design or Garment Suitability; workmanship
2) Family activities One practical assignment which could include: a knowledge of family meals, home maintenance, care of clothing and planning activities for small children (at the same time) (max. 20 marks of 140)	Students should demonstrate their ability to manage a number of tasks in a specified time whilst caring for and occupying young children. The family activities could include part of the daily routine in the home, special occasions ...	Consideration of each child's needs. Individual attention Routine and planning. Meal times - nutrition quantities and suitability. Rest time. Play. Outings.
3) Stories for Children a) Write one story and illustrate it	a) ... so that it is attractive to young children.	a) One story with illustration. Story - suitability for age group, clarity, simplicity of style, ...
b) Review two children's books	b) ... the suitability of the subject matter, the vocabulary, the illustrations, ...	b) Review of children's books. Suitability of age and stage of child, ...
c) Tell a story or organise a singing game with a group of young children (max. 30 marks of 140)	c) ... the teacher or adult in charge of the group should give this assessment	c) choice and suitability preparation; organisation; rapport with children ...
II. Diary of visits including observations of pre-school children. (max. [illegible] marks of 140)	Practical work with children is an important part of this course. ... Observations and a study of two or more children should be made.	General observations of the facilities available and the use made of them. Interaction between adults and children should be noted. Observation of stages of development a) physical b) emotional c) intellectual d) social ...
III. General course work and home work together with at least five pieces of written work, or one piece of written work in depth. (max. 40 marks of 140)	All work done at home or in class should be considered when marking this section.	Course work including overall assessment of progress attitude etc. Home work including: five original pieces of work or one piece in depth.

Thus, the requirements and notes of guidance for both the internal and external examination give an overall impression of the hidden steering mechanisms and flexibility in "preparation for family life". However, it should be noted that the examination on "Child development and the family" is only the most evident of several examinations concerned with family problems, and that the Metropolitan Regional Examination Board is only one of 13 similarly engaged boards. Furthermore, examinations are also held at GCE Ordinary and Advanced levels.

4. Instruction requirements of examinations at GCE level (General Certificate of Education)

Since "education for family life and child development" gained the favour of schools and local education authorities in the early 1970s, and as it was more and more accepted by regional examination boards in the mid-1970s, there has been a slow permeation of topics concerned with family life into the General Certificate of Education.

Subjects relevant to preparation for parenthood
available at GCE 'O' and 'A' level, 1978 (226)

Associated Board	Considering Mode 3 submissions in *Human Development* and *Child Development*. Some aspects covered in Human Biology (O and A), Sociology (O and A), Psychology (A).
Joint Matriculation Board	"Family in society" included in *Integrated Humanities* (O) and *Domestic Science* (A).
Oxford Local Exam Board	Mode 3 in *Child Care and Development* (O), first exam in 1980.
Southern Universities Joint Board	Mode 3 in *Family and the Child in the Community* (O). First exam in 1980.
University Entrance and School Exam Council	Some aspects covered in *Home Economics* (A) *Sociology* (A), *Human Biology* (O), *Religious Studies* (O)
University of Cambridge Local Exam Syndicate	Some aspects covered in *Home Economics Social Biology* (A), and *Home and ommunity Studies* (O).

The Southern Universities Joint Board, for example, has prepared an O level examination concerned with "Family and Child in the Community" since 1978 (227). This examination consists of two externally assessed examination papers (two hours each) and a teacher's assessment based on the student's personal investigation and practical experience with a child or children in a play group or infant school.

The syllabus is divided into four areas of study:

1. FAMILY STUDIES:

A critical appraisal of the family in the community. Consideration of personal relationships and responsibilities in marriage. Health and welfare services related to the family, social problems and handicapped children.

./.

2. PREPARATION FOR PARENTHOOD:

Genetic inheritance. The male and female role in human reproduction ... Fertilisation, gestation and birth. Simpl knowledge of blood groups, rhesus factor, ante-natal care ...

3. HEALTH AND PHYSICAL DEVELOPMENT:

Development in the early years to be studied in detail ...

4. PSYCHOLOGICAL DEVELOPMENT:

The importance of the early years in relation to emotional, intellectual and social development.

a. Emotional development, forms of deprivation and their effects, battered babies, behaviour problems.

b. Intellectual development. Value of play through the senses, development of concepts, language development, appreciation of environmental stimuli.

c. Social development. Social behaviour and character training, growth of independence.

As explained above, the examination consists of two papers and the teacher's assessment (228). One paper demands special knowledge from the four areas of study. Questions are for example:

i. Explain what is meant by a nuclear family and give one factor which has caused this situation to arise.
(one of ten questions to be answered for area);

ii. Discuss the value of a maternal and child health clinic set up by a local health authority. What are the advantages to be gained by the mother-to-be and her husband by attending one of these centres?
(one of three questions for area);

iii. Discuss the importance of character training in the early years of a child's life and how parents can help.
(one of three questions for area).

The second paper is more related to the students' own experience, their methods of study and their practical contacts with children. In 1978, the following questions were set:

i. Describe the method of investigation used in one of your projects and explain why you chose this method.

ii. What are the advantages and disadvantages for a family with pre-school aged children living in one of the following locations: (a) high rise flats; (b) an old house in a small village; (c) a new house on a large housing estate? Make suggestions for overcoming the disadvantages.

./.

iii. Describe what is essential and desirable in planning a nursery, bedroom or playroom for a pre-school child.

The teacher's assessment - which carries 20% of all examination marks - is supposed to be based on a piece of extensive work relating to the syllabus and should show evidence of personal investigation and at least 15 hours practical work with children.

It is expected that candidates will use approximately 2,000-3,000 words together with illustrative material. Credit will be given for: observation of relevant facts; conclusions drawn, or, interpretation of the child's development; recording and presentation of material.

The development of the CSE and GCE examinations clearly shows that:

i. there is little chance of introducing such new educational dimensions as "preparation for family life" into the school curriculum unless examinations are set;

ii. even external examinations can be set on delicate areas which relate to the youngsters' own education with their educational competence for children, and which strongly affect the home-school relations;

iii. examination procedures can be very flexible if internal and external assessments, as well as theoretical and practical assignments are combined;

iv. an increasing number of students, teachers, inspectors and examining boards are convinced of the need for a feasibility of "preparation for family life".

5. "Preparation for family life" in individual schools

Although it is difficult to generalise about English schools, a few noteworthy features of a propaedeutic course on "Child Development and the Family" should be mentioned. After visits to a few schools one has the feeling that:

i. no such course will be offered unless there is either a head teacher and/or a teacher with strong general involvement;

ii. courses are the domain of the girls and are rarely taken by students of academic inclination;

iii. an essential part of most suitable courses exists in the practical assignments of youngsters to observe young children and to care for them (in order to make up for the horizontal age-segregation in schools and the lessening experience with younger brothers and sisters);

iv. students generally expect the instruction to be directly relevant to their personal situations and future careers - either as parent, midwife or teacher-to-be.

./.

With these background features in mind, it is quite rewarding to see how some schools feel responsible for the personal development of their students and thus include some education for parenthood; how other schools include practical experience with young children in their syllabus; and finally how some schools prepare their students in view of an examination in "Child Development and the Family" for example. Certainly, each school's activity differs according to the students', teachers' and head teachers' own interests:

a. Education for personal development - including education for parenthood - in Holly Lodge Comprehensive School for Girls, Liverpool (229)

(Eight-form entry, nine ability-streams in upper school, maximum choice of courses and subjects through a computer-assisted timetable system. All options during fourth and fifth year lead to examination standard.)

Because personal identity, social attitudes and integrated concepts have to be strengthened in order to prevent fragmented knowledge, unrealistic self-concepts and psychic break-down in the youngsters, the school has added one period per week to its common core curriculum which is especially directed towards "personal development". This period is concerned with particular problems at different levels and according to different school careers. The main areas concerned are:

1st year: relation to family and emerging friendships (when students are in puberty and transfer to the upper school)

2nd year: study skills and deviating behaviour (after they have settled in school)

3rd year: competence for decision-making (when they have to make subject choices for examinations)

4th year: marriage and child development (just before they reach minimum leaving age)

5th year: career prospects and career guidance (as a preparation for job application or transfer to higher education).

In addition to these special periods and somehow synchronised with them, pupils can choose from the fourth year onwards either a general course in "Child care", a CSE course in "Child development" (Mode 3) or a GCE course in "Personal development". All three types of courses include some on "preparation for family life", that is to say the general course in a rather practical way.

On the whole, the school is extremely conscious of, and concerned with, the changing family bonds and intimacies during puberty, and it tries to co-ordinate specialised studies with some preparation for life and parenthood.

./.

b. Practical experience in mother-child interaction as part of a CSE course at Bishop Thomas Grant School, London

(Comprehensive school within declining lower-class neighbourhood, sixth-form studies organised by the "Social Education Department" for boys and girls not academically inclined.)

The school offers a CSE course on "Child Development and the Family" to be examined by the "Metropolitan Regional Examinations Board" (see page 69). Since practical life experience was highly valued, students were not only assigned to weekly observations in families, play-groups or clinics, but a staff member who had been pregnant, was asked for help. Thus, the students had a chance to discuss in regular but rather informal sessions the changes in her personal and family life. Since she takes the baby and its two-year-old brother to the meetings, the class has an opportunity:

i. to follow-up the mother's, as well as her children's development;

ii. to watch the children playing according to their age, notions, mother's interaction and environmental stimuli;

iii. to discuss with the mother her personal as well as educational experiences:

> "My baby is rather attached to me. She is rather different from what her brother was at that age. I sometimes wonder if my own expectations have anything to do with it. Because with my first child, I always had in mind to take up my job as soon as possible. I really had to - you must know - after we bought a small house and had to pay high interest rates. And somehow, my son never seemed to suffer from my being away and always was quite self-supporting. Then, after we got the second child, I intended to stay home with both the children. Now I wonder if my changed attitude might have added to the baby's strong attachment ..."

The students had an excellent opportunity to relate their formal knowledge on child development to real life situations because:

i. the mother made extremely sensitive comments regarding mother-child interaction;

ii. the teacher allowed informal learning and students-child interaction;

iii. the teacher helped to initiate systematic inter-relations with prior observations and studies (230).

c. Preparation for a CSE examination in "Child Development and the Family" at Dick Sheppard School, London

(Six-form entry comprehensive school; optimal course for all abilities in the 4th to 6th year; all "topics as laid down by the examination syllabus are covered"; at least 10 half-day sessions in day nurseries, play groups etc.)

Only a few schools have develcped a systematic outline for the teaching of "Child Development and the Family" because the examination of such a course has as yet no long tradition. Dick Sheppard's School has as its stated "aims":

i. to provide opportunities for pupils to learn about the main stages in a young child's ... development, and the factors which affect them;

ii. to relate this knowledge to a study of family life and community provision ;

iii. to consider the present and future roles of the pupils as family members and possible parents.

In accordance with these general aims, some "objectives" have been identified (eg why children need stable, loving, and knowledgeable parents), and some "broad areas of study" have been defined. These areas of study revolve around "playing and learning" (term 1); "family living" (term 2); "personality development" (term 3); "from adolescence to family planning and the father's role" (term 4); children in "special circumstances" (term 5). The last term is set aside for revision and preparation for the examination.

With regard to the aims, objectives and area of studies, a syllabus has been developed which gives quite a good picture of what is actually taught - for example in term 4.

Broad areas of study	TERM 4 main objectives of the section	Resources readily available
Adolescence	...	
Marriage	...	
Family	Compare and contrast family patterns in our society, including varying ethnic groups now living in Britain Recognise how roles of family members are changing. Identify social and other problems which affect family life: a. unemployment, b. poor housing c. one parent d. unsatisfactory relationships	Films: "4 Families" (Inner London Education Authority No. 356) Teenage Marriage The Child's World (Prog. 1 Birthright) "God bless Mummy" (Glaxo) "Responsibility" (Guild Sound & Vision) One Parent Training Family Life Planning Copulation, Uterus and Foetus (Kings)
Family planning and conception	...	
Foetal development	...	
Preparation for birth	...	
Birth	...	
Role of father	...	

./.

Broad areas of study	TERM 4 main objectives of the section	Resources readily available
Physical and emotional needs of the baby	Identify the needs of a young baby and explain how to satisfy them - food, warmth, sleep, clothing, shelter, protection from disease and accidents. Recognise the importance of all the relationships within the family. Describe support facilities offered as post-natal care ...	Loops: From the Child Slides: New Baby (Kings S.920) Film: Food for their Future (K:FM 10) Slides: Baby Safety (S.908) Baby (S. 217) ... Immunity (S.210)

(231)

Certainly, all the studies are closely related to the CSE examination with its two sections. Students quite often chose the course not only out of personal interest but also for vocational reasons (to become a nurse, kindergarten teacher etc).

Generally these schools' activities show that:

i. school activities not only depend on examination requirements but above all on teachers' and head teachers' personal commitments;

ii. schools have an obligation to co-ordinate special courses with common core studies, with pastoral care and the students' life experience;

iii. more integrated studies concerned with personal and social education are needed.

6. Integrated studies supportive to family life (eg home economics and health education)

In all countries, "preparation for family life" occurs in the home and at school. In schools, it is determined by the general atmosphere as well as by different subjects. In England not only religious education, human biology and social studies are concerned with family affairs, but they are also dealt with in particular subject areas like "home economics" and "health education" (232).

"Home economics" has quite a long tradition in Britain (see p.65). Originally, it put the focus on special aspects of the home (cookery, housewifery, laundrywork and needlework) - these were integrated in the 1950s (233). Then, in the 1960s, the concept was broadened, and practical matters of the family (living in a home) received equal treatment (eg practical skills of child care, acquaintance with maternity services etc) (234). Finally, it was realised in the 1970s that all pupils come to school with some knowledge of the home and that most students leave school with the intention of setting up a family of their own. Thus, it was noted that (235):

i. the subject offers special opportunities to link home, school and community experiences;

./.

ii. it provides students with a way of understanding themselves and their place in the family more adequately;

iii. it could bridge the gap between sciences and humanities, as well as between abstract thinking and complex concrete experience.

Parallel to these development, the Schools' Council funded a project "home economics in the middle years" (8-13 years), the essence of which would be best described as "home and family education" (236). After a three-year research and experimental period (1975 to 1978), a six-volume teachers' guide was published, which identifies and describes five key concepts in home and family education (237):

1. Development: to enable the pupil to recognise how the home and family affect the individual's progress to maturity.

2. Interdependence: we all depend on other people for the satisfaction of many needs, this is particularly true within the home and family.

3. Management: to enable the pupils to use the limited resources of the home and the family effectively.

4. Nutrition: to enable the pupils to use the limited resources of the home and the family effectively.

5. Protection: to enable the pupils to use the limited resources of the home and the family effectively.

Each of the key concepts is related to different developmental periods through which youngsters pass between the ages of 8 to 13 (according to Piaget) (238)

Outline of main ideas within key concepts of home and family education

	Key concepts / Stages of development	Development	Inter-dependence	Management	Nutrition	Protection
approx 8 years	Stage 1 Concrete thinking early stage	Growth and change as a continuing process	Roles within the family	Following a pre-planned route	Food and factors affecting food	Physical protection given by materials, eg clothes, homes
	Stage 2 Concrete thinking later stage	Development of young children	Roles created by the family's interaction with the community	Decision making: variables limited	Meal	Physical protection given by individual action, eg hygiene, safety
	Stage 2-3 Transition between concrete and abstract thinking	Development at puberty	Relationships which exist independently of self	Decision making: many variables	Food and its function in the body	Social protection given by law and custom
approx 13 years	Stage 3 Abstract thinking early stage	Factors affecting development	Factors affecting relationships	Planning and following own route to an objective	Nutrients and diet	Social protection given by welfare services and agencies

For each concept, learning sequences are developed, and different course units are conceptualised (from which the teacher may choose and which he has then to adapt according to available time, teaching style, curriculum organisation in the school and above all, to the students' learning and environmental situation). (239)

./.

Formulation of objectives

Pupils' development	Key concept	School situation
Concrete thinking later stage	Development Main idea	
Pupils need to: - develop their interest in the growth and development of young children - take some responsibilitiy for planning and executing their own work	Development of young children Interpretation of main idea Development occurs in many ways, eg physically in the young child, and can be positively encouraged	Mixed urban area Playgroup held in spare classroom of local infant school General subjects teacher who also acts as liaison officer between infant and junior school Classroom with sink and two hand sewing machines

Objective

. Pupils will observe young children, then devise and make simple aids to help them carry out precise hand movements

Finally, hints are given on how to evaluate, when to move from one main idea within a concept to the next, and how to assess to what extent each pupil has consolidated and achieved the objectives.

On the whole, the new concept of "home economics" hopes "to create positive attitudes towards health and safety, and to develop in young people a sense of responsibility towards themselves, the family, and society" (240). It points to the increasing importance given to the family as well as to the home; and it appears to show that the subject contributes relevantly to a preparation for family life. However, it certainly has not been proved that teaching really makes a difference to the students' later management of the home (241). Finally, a considerable overlap with other areas of study - such as health education - was unavoidable.

Health education, which has been strongly advocated during the last ten years and strongly favoured by the medical profession, "has no well-established educational model over which there is a consensus of opinion " (242). Perhaps, it was this situation which caused and encouraged a search for new ways and means of education, quite relevant in "preparation for family life".

Education is not simply a matter of passing exams, but rather living an active personal, social and political life; and preparation for life is more than an interpretation and handling of possible crises (eg unemployment, disease, divorce or abortion). Therefore, three Schools' Council projects on health education stress that:

./.

i. health education should not only be seen in a medical perspective, but should be regarded as physical, mental and social health;

ii. it should not be postponed until the final grades (when attitudes are well-established), but should be considered as a continuous element of education from primary education onwards;

iii. it should not be identified with "crisis areas" (they may be personal ones like sex or soft and hard drugs) but focus on the social context in which or through which certain "topics" arise'

iv. it should be taught less as a specialised subject than as intermediate dimensions of several subjects, and it should be strongly related to the "hidden curriculum" (eg implication of the school structure and ethos, societal norms and family living patterns) (243).

Thus, the new concept of health education has considerable meaning for "preparation for family life" because:

i. the didactic concepts stresses the importance of integrated (personal and social) learning and experience;

ii. it envisages close contacts with the home and environment;

iii. it includes important aspects of sexuality, partnership and child development.

As far as health education in secondary schools is concerned, eight main content areas have been identified which provide a structured and coherent framework, quite relevant to family education:

Main content area	Examples of items for study within each main content area
1. Personal health, body management and human biology	1. - 6. ...
2. Food selection	...
3. Growth and development from childhood through to adulthood	1. Body changes at puberty including individual differences and sexual development. 2. Emotional and social development accompanying physical changes.
4. Relationships	1. Parents and adult authority 2. Peers. 3. Sexual relationships - other and same sex. 4. Marriages and/or other long-term relationships. 5. Learning to cope with loss and separation. 6. Mentally ill and physically handicapped. 7. Situations such as smoking, alcohol and drugs.
5. Education for parenthood	1. Growth, development and needs of young children. 2. Family roles and structures including one parent families etc. 3. Helping young children to cope with loss and separation.

(244)

Main content area	Examples of items for study within each main content area
6. Community health	1. - 5. ...
7. Environment in which we live	1. - 4. ...
8. Safety and first aid	1. - 5. ...

All these areas should interrelate cognitive, attitudinal and practical components, and can be conceptualised as integral parts of the overall school curriculum (245). The following summary of a school's health concept not only explains why it might be essential to appoint a co-ordinator to interrelate different subjects, but it also shows that health education can be an important attribute to "preparation for family life".

School in a mainly rural area with 1,000 pupils aged 11-18 years (246):

Years 1 and 2

SCIENCE " ... includes a unit on human reproduction , with emphasis on growth and the care of the young /and/ ... on pubertal physical changes"

CRAFT " ... Hygiene in the home ..."

Year 3

SCIENCE "Human reproduction, with emphasis on the care of the embryo and infant; human parental care constrasted with that of animals ..."

PERSONAL RELATIONSHIPS " ... roles and conflicts in society, looking at oneself in school and home situations ..."

Year 4

PERSONAL RELATIONSHIPS "... unplanned pregnancy, contraceptive methods ... sexually transmitted diseases ... friendship and love ..."

HOME ECONOMICS (Optional) "... child development, care of the elderly, social services"

SOCIAL EDUCATION (optional) "child development, mental health"

Year 5

One period a week for six weeks "... childbirth, abortion, homosexuality, attitudes to family life, sexual morality and child rearing ..."

BIOLOGY (optional) "... the contraceptive pill, the menopause, puberty ..."

SOCIAL EDUCATION (optional) "A choice is made between a year-long course in child development and ..."

./.

The co-ordinated planning of health education in a school and the recommendations of the Schools' Council clearly show that health education can have an important meaning for "preparation for family life".

Therefore, it is evident from efforts in health education and home economics that:

i. there is a tremendous overlap in different areas of study which directly or indirectly supports "preparation for family life";

ii. the students' home and environmental experiences have to be incorporated in the schools' activities (because antecedent and concomitant family and environmental influences largely shape the students' behaviour);

iii. more integrated studies for personal and social development - including "preparation for family life" - are needed.

SIGNS FOR A PROSPECTIVE SCOPE OF "PREPARATION FOR FAMILY LIFE"

Over the last few years, there have been more and more signs in England that the school has to cope with two double-sided tasks:

On the one hand, it has not only to educate the parents in order to bridge the pupils' home and school experiences, but it also has to prepare the pupils for family life in order to limit the cycle of deprivation. It is obvious that both tasks have to be interrelated, although little experience exists.

On the other hand, schools are increasingly aware that several subjects offer important information about family life and child development. But, at the same time, the school and learning structures have to be changed to allow an active personal and social life of the students and to enable them to make independent decisions when they leave school. It is obvious that "preparation for family life" depends as much on a certain subject integration as on the interrelation between school and life experience.

In view of these demands, some important suggestions can be drawn together which give hints for the possible scope of "preparation for family life".

First of all, the Department of Health and Social Security advocated that the "preparation" should be broadly viewed and should combine aspects of:

i. child development (including children's needs for stability, affection and play);

ii. health education (including sex education and family planning);

iii. consumer education (including budgeting, housing and household management);

iv. social services (including social security).

./.

However, "preparation for parenthood" should not just be a new subject like English, and the approach should be even more subtle than just weaving new aspects into history or home economics, since 70% of the 13 to 16 year-old pupils wanted help in their relationships with other adolescents, adults and particularly parents (247).

Here then, the discussion on "personal and social education" comes in. For example, Her Majesty's Inspectorate advocates, that more attention should be paid to knowledge, skills and attitudes which are relevent to the students' personal development and which prepare them for their next stage in life. Therefore, schools should safeguard co-operative, coherent education which cares for:

i. across-the-board aspects of life (eg family life);

ii. pastoral care and home-school relations;

iii. students' active participation in family and community affairs (248).

Since students will be unsupervised after they have left school, the development of skills to examine, challenge and control their immediate situation appears to be of the utmost importance to the Schools' Council's project on "social education". Therefore, schools should help to examine and create open-ended social situations so that students become aware of their own personality and social problems, identify with their groups, seek ways to act in solving these problems, and follow-up decisions which they seek to implement (249).

A fundamental discussion is now underway as to whether the curriculum should be revaluated in view of "essential areas of experience" (250).

In view of these developments, the prospective scope of "preparation for family life" in England:

i. might be regarded as an "essential area of experience";

ii. might offer an important introduction to self-awareness and social problems;

iii. might need a much broader and integrative perspective than courses on "child development", "home economics" or "health education".

Indeed, students' interest shows that "preparation for family life" may form a significant part of general preventive studies (251).

./.

VII. SCHOOLS' AND MILITARY FORCES' PREPARATION FOR FAMILY LIFE IN FINLAND

1. Need of and demand for "Preparation for family life"

In Finland, family life suffers from a two-fold constraint. On the one hand, it has to deal with the overall demands of a modern industrialised society; on the other hand it has to cope with specific national situations.

> Finland is a sparsely populated country (with about 14 inhabitants per km^2), it suffers from a strong net emigration (0.25 million per 4.8 million inhabitants over the last 20 years), and it has to sustain precipitate social and cultural changes which even touch upon the mental health conditions of the population (40% of all hospital beds are taken by mental health patients) (252).

Thus, Finnish families are particularly burdened by extensive urbanisation which - in connection with the priorities of the present welfare and housing system - leads to a high employment rate of married women (70% of married women in the age group of 25 to 49 work) and to a certain neglect of children, although there are important welfare benefits (253).

Families with children moving from rural areas to towns

Living place	Age of children 0-6		Age of children 0-17	
	1970	1977	1970	1977
rural area	47.3%	38.5%	51.9%	31.8%
towns	52.7%	61.5%	48.1%	58.2%

(254)

In view of these changes and concurrent strains, it is not accidental that most families do not live up to the "normal" model of two parents living with children.

> In the late 1970s, for example, every fifth marriage ended in divorce, almost 40% of all pregnancies were pre-marital ones, and the birthrate was not only the second lowest in the world (13.2% in 1970-1975) but it is estimated that it will become the lowest after 1995 (255).

Finally, the need for "preparation for family life" is demonstrated by the pupils' demand for further information. Different surveys have almost unanimously shown that pupils would like more information about family and sexual life and that they generally did not receive their primary information from the schools.

./.

> Almost 50% of the pupils acquired their sexual information from friends (another 25% from parents and/or books) and up to 45% wanted to know more about marriage, family laws and sexual life (as well as information on contraceptive methods and the prevention of sexually transmitted diseases) (256).

Therefore, because the family is regarded on the one hand as an irreplaceable social institution (257) and on the other hand as a highly endangered one, several national agencies (governmental agencies and private institutions) (258) prepared reports on the need of and possibilities for the teaching of human and sexual relations in schools. This teaching certainly should take place with the mutual consent of home and school (259) and activate the parents themselves in order to keep the parental role in touch with the democratisation of society (260).

A governmental working party, for example, described the goals for sex and family education in nine-year comprehensive schools. This working party recommended in 1976, that there should be no special subjects concerned with the teaching of sexual and family affairs, since the general aim of mental health and of a comprehensive personality development contradicts such specialisation. Instead, an integrated approach of the well-established subjects (such as environmental studies, history, social studies, religion, etc) would be needed. For example, this integrated approach should safeguard that (261):

i. the individual understands and accepts himself and his own development in order to establish and maintain constructive human relations;

ii. the individual regards sexuality as a natural and enriching experience which at the same time requires empathy, tolerance and responsibility;

iii. the individual understands how his own as well as other people's behaviour and relations are regulated by social and group values, which are to a certain extent controversial.

In general, pupils should be acquainted with biological, psychological and social factors influencing their sexual and family life in order to prevent - as far as possible - a lapse into difficulties.

2. The contribution of different school subjects to "Preparation for family life"

School subjects and curricula which are concerned with education for family life:

Finland - with its large and sparsely-populated countryside - tries to safeguard a certain homogeneity in its educational structure and standards through centralised regulations. Therefore, the school organisation (nine-year comprehensive schooling), general curriculum and allocation of teaching periods per subject are laid down by a national statute (262).

./.

As far as "preparation for family life" is concerned, the following compulsory and optional subjects are supposed to be meaningful.

Instruction given in the comprehensive school and the number of hours per five-day week (1979)

(263)

Subject	Grades								
	I	II	III	IV	V	VI	VII	VIII	IX
1. Compulsory subjects									
Religion	2	2	2	2	1	1	1	1	1
Environment studies	3	2	0.5	0.5	0.5	0.5	-	-	-
History, social studies	-	-	-	-	2	2	2	2	2
Civics and citizenship	-	-	0.5	0.5	0.5	0.5	1	1	-
Domestic science ..	-	-	-	-	-	-	3	-	-
....	....	....	....	....	....	....	....	....	....
2. Counselling	-	-	0.5	0.5	0.5	0.5	1	1	1
3. Optional subjects									
Domestic science ..	-	-	-	-	-	-	-	2	2
....	....	....	....	....	....	....	....	....	....
Maximum number of lessons per pupil	21	21	25	25	26	26	30	30	30

It is regarded as possible - if school departments are ready to co-operate with each other - to safeguard a certain continuity in the teaching of family affairs. In the primary grades (1 and 2), environmental studies are supposed to cover certain dimensions of family life which can be extended in the teaching of Finnish and civics (Kansalaistaito) in the middle grades; until the 5th grade when some aspects of family affairs are followed up in social studies. Then, in the final grades, particular emphasis is placed on "home economics"/"domestic science" which is mandatory in the 7th grade.

The different subjects should co-operate in a way that enables the pupils to get in touch with relevant aspects of family and social life.

./.

In the first two grades, the pupils should learn about the importance of:

- their parents' work,
- home and family life,
- their own part and responsibility in home affairs (264).

In the third to sixth grade, they should be "prepared" in order to

- understand biological, psychological and social developments of the adolescents,
- recognise the meaning of marriage, home, democracy, education and death,
- live up to new responsibilities in human relations (eg in view of pregnancy, venereal disease and divorce) (265).

Finally, in the seventh to ninth grade, the adolescents should be taught to:

- cope with themselves and their environment,
- understand human reproduction and its social implications,
- develop new human relations as well as to accept the social and legal responsibilities of parents (266).

The highest expectations are raised in respect of the teaching of home economics in the seventh grade. "It is the objective of home economics education to develop the student's entire personality in the direction of the integral objectives in the comprehensive school."

The student should learn theoretical as well as practical skills and he should develop a positive attitude as well as a critical competence in order to cope with the responsibilities required of members of the adult society in their roles as workers, citizens and family members (267).

Beyond the teaching of this comprehensive subject in the seventh grade, the National Board of Education sees an urgent need to introduce "education for family life" as a new subject for all ninth-graders. In 1979, the National Board recommended teaching family affairs one hour per week or an equivalent of 38 hours to be taught in blocks. This request was made after some private initiatives in the later 1960s (268), and after some experimental schemes had led to positive reactions from schools. The request seemed necessary because neither teachers nor students had a clear and comprehensive picture of family life affairs and because too many subjects included unco-ordinated aspects of the area in question. At present, the final decision is pending in the Finnish Parliament (269).

./.

At the moment, it is quite obvious from the overall curriculum pattern and the recommendation of the National Board that relatively little attention is paid to "preparation for family life" in schools if one recalls the particular burden on Finnish families. Hence, one wonders whether the Finnish people compensates for this deficiency in the schools' teaching programme by a special contribution.

3. "Preparation for family life" in the military forces

The Finnish forces contribute to "preparation for family life" in an original way: there is general agreement in several countries that "Education in parenthood, in home management and in the use of leisure should be continued after school, and attendance at post-school centres should be encouraged or perhaps even made mandatory" (270). However, it is admitted that there is little chance of making family education mandatory after school-leaving age. Therefore, the Finnish experience with military recruits is particularly interesting.

In Finland, for more than fifteen years, the Military Religious Advisory Council has been very concerned about aspects of marriage, sexuality and child development. In addition, mandatory courses in social studies which include aspects of family affairs are offered. In 1975, it was decided that special courses on family education should be introduced in all garrisons.

Family-oriented education is offered to young recruits because:

i. when they are called up, many of them leave home for the first time;

ii. they are quite isolated from friends and the other sex during their training;

iii. they are either already engaged or ready to marry after they finish their military service.

On the one hand, the courses in social studies acquaint the young soldiers with such topics as the company of girls and marriage. On the other hand, special courses in family education are concerned with such family problems as (271):

i. extra-marital sexual life; living together;

ii. neglect in child rearing; children without respect for their parents;

iii. wrecked personal relationships; divorce;

iv. inability to cope with household affairs; etc.

These special courses are recommended by the General Staff in co-operation with the Soldiers' Recreation Association. They are quite often organised by the army chaplains, and they are carried out by qualified staff from the medical, legal, social or psychological services (272).

./.

On the whole, both the army and the general education policy promote "family life education" because:

i. many draftees enter the forces with family problems with which the army has to cope, in its own interests,

ii. military service, offers the last opportunity to provide a certain obligatory civic education and preparation for family life.

./.

VIII. THE NEED FOR AND CONSEQUENCE OF "PREPARATION FOR FAMILY LIFE" IN SOME EUROPEAN STATES

As far as policies for "preparation for family life" are concerned, it has become increasingly evident over the last ten years that:

i. the human, social and financial costs of a wrecked, split and isolated family and/or of an undesired, poorly brought up and heavily disadvantaged child are far higher than those caused by insufficient schooling or maladjustment in the vocational field (p 1, 17, 20);

ii. the family influence on the unborn child is stronger than on the child after birth; the family influence is stronger on the young child at home than on the pupil at school (273); and even the pupil's school achievement and career aspirations are more influenced by the family than by any other social institution (p 11);

iii. neither an emancipatory individualism and organised collectivism nor an extension of the educational and welfare system can either prevent child neglect, juvenile protest and adult isolation or satisfy human needs for personal and social identification and relations (p 2).

It appears, therefore, to be a well-accepted fact in both Eastern and Western Europe, that:

i. the family is an irreplaceable child-oriented and problem-solving community of different generations, which safeguards - more than any other institution - continuous and mutual life relations and responsibilities, fundamental to human self-realisation (p 16, 25);

ii. the family needs more social support and young people need more "preparation for family life" because of the rapidly changing social and family structures (p 13), because of the irrevocable cleavage between social and family values, and because of the great impact of early socialisation and the meaning of enduring inter-human relationships.

o

o o

In practice at least, three quite different, although overlapping, reasons are given today for family education and "preparation" of the younger generation:

i. education for family life is supposed to revitalise the structure and function of the core-family because our highly specialised impersonal and efficiency-oriented society tends to dissolve holistic and continuous human life experiences;

./.

ii. family education should prevent, and compensate for, limitations of the family's socialising function and promote aims such as equality of opportunity and emancipation;

iii. education for family life is endorsed to support societal aims which more or less contradict private family values; for example, if Socialist societies try to fit the family into their ideological systems and actually use the family for political and social means or if Western countries further an increase in the fertility rate in order to stabilise the age-pyramid so that pensions can be paid.

o

o o

These different perceptions, of course, lead to different aims, strategies and practical realisations of family education and "preparation" of the younger generation. Nevertheless, there are at least two main concerns which are common to them:

i. although the family needs more social and educational support, the educational and social services have hardly been able to cope with the complex, intimate and practical life situations of the family;

ii. although all education for family life must remain in close contact with real life experience and needs, it is impossible to wait until attitudes are well-established and problems arise.

Therefore there is wide agreement in several countries that institutional, informal and functional "preparation for family life" should take place in schools and that schools have to develop new ways and means of participatory and problem-solving learning and a community approach.

Today, it is generally accepted that schools can play a vital although limited role in "preparation for family life".

The schools' role is vital because:

i. most other social and educational organisations only become involved with a small number of families;

ii. available data show that, the more future parents need a "preparation", the less they join adult education classes;

iii. it is almost always too late for guidance and help when problems are detected.

./.

Nevertheless, the schools' role can be only a limited one, because today's school structure and teacher training hinder "preparation for family life". Not only has it to be differently taught than most other school subjects, it also has to allow the learner to establish personal priorities, and it has to be organised in close co-operation with the home and perhaps through the home (274). Furthermore, as home and school environments are almost uninterchangeable, it is certainly difficult to safeguard a transfer of learning experiences from one context to another except in terms of a hidden curriculum. Moreover, if such a transfer is difficult in the daily experience of a pupil, how much more will this be true, if several years elapse before the pupil marries and much that was learned has diminished in value or faded (275).

o

o o

In view of the vital but limited role which the school can play in "preparation for family life", one may summarise from European developments as follows:

In several European countries common ground exists as far as general goals of "preparation for family life" are concerned. But, since the school systems differ, there can only be limited agreement at the level of curriculum planning, ie how to implement aspects of content at the macro level. Furthermore, within each country, there exist several often competing concepts of a didactically realised "preparation" at the micro level, so that one can only point to some essential elements of content and process.

As far as the general goals are concerned, certain agreement exists - particularly in Northern and Central European countries - that schools should:

i. try to develop the pupils' ability to establish satisfactory relations with the other sex, with younger children and the older generation;

ii. encourage the adolescent to reflect on his own socialisation, acquaint himself with the pre-requisites and consequences of intimate relationships, and further his understanding and appreciation of parental responsibilities;

iii. expand the pupils' understanding of the family's interaction with the community and of problems posed for personal as well as family life by the rapidly changing family and social structures.

o

o o

./.

As far as the curriculum planning at the macro level is concerned, one has to differentiate between two pairs of contradictory strategies. One is concerned with centralised versus local curriculum planning, the other with teaching through school subjects versus interdisciplinary teaching principles.

i. In countries like Poland, Finland and the Federal Republic of Germany (the latter at the level of the "Länder"), centralised curriculum planning offers a direct opportunity to put many pupils in touch with 'preparation for family life", while in England the "preparation" depends primarily on the initiative of teachers and headteachers, on a gradual engagement of examining boards and on the interest of the pupils.

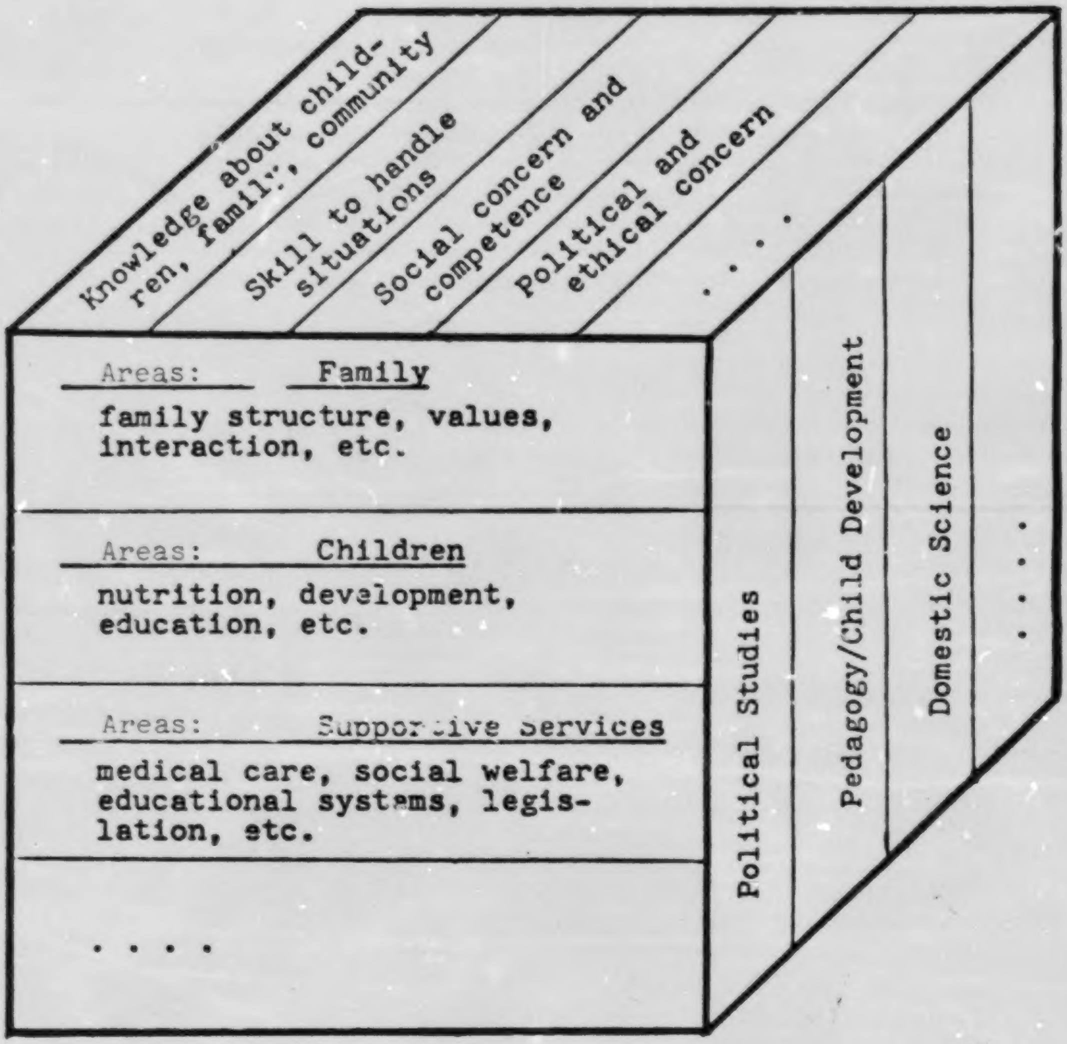
ii. It remains questionable whether official curricula can really be effective if they are not in accord with the children's motivation and teachers' competence; or whether small-scale initiatives - even if well-suited to personal and local needs - are adequate to cope with the general need of "preparation for family life".

The experience in different European countries seems to imply that parts of both strategies probably help to "prepare" more pupils in a "child-centred" and relevant way for family life.

Another important topic of discussion is whether it would be more effective to "prepare for family life" through single subjects or through interdisciplinary teaching principles. While most countries either favour the introduction of new subjects (eg "parentcraft") or the broadening of traditional subject areas (eg domestic science), Austria is concerned with developments which point in a different direction. On the one hand, "preparation for family life" is an important dimension of sex education and political education, both of which are teaching principles that overlap many subjects. On the other hand, Austria has developed a polytechnic course for ninth-graders which integrates various subjects in view of an overall preparation for life.

Experiences in different European countries seem to indicate that "preparation for family life" would benefit if more subjects were to make an important contribution to it and if these special components were integrated into learning sequences or principles of teaching. The following diagram suggests how subject components might be conceptualised as integrated or interdisciplinary principles.

./.


Knowledge about children, family, community
Skill to handle situations
Social concern and competence
Political and ethical concern
. . . .
Areas: Family
family structure, values, interaction, etc.
Areas: Children
nutrition, development, education, etc.
Areas: Supportive Services
medical care, social welfare, educational systems, legislation, etc.
. . . .
Political Studies
Pedagogy/Child Development
Domestic Science
. . . .

(Each dimension of the curriculum framework could easily be expanded)

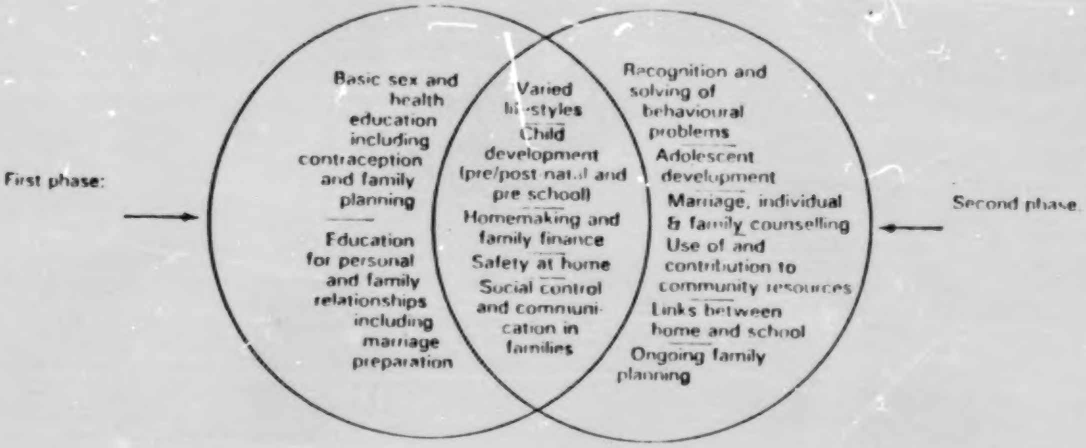
As far as the didactic realisation at the micro level is concerned, quite different instructional problems arise as to whether "preparation for family life" occurs as an integral part of traditional subjects or through a special subject.

i. There are at least two important consequences if family affairs are covered by such traditional subjects as religion and social studies, health and sex education or domestic science and home economics. Firstly, aspects of family life are subordinated to the specific goals and methods of the subject with less concern for the pupils' family experiences and problems. Secondly, there tends to be little integration or balance of the different subject components. Thirdly, some subjects are almost exclusively offered to girls (eg domestic science) while other subjects lose life relevance when they are only taught to high-achievers (eg politics).

ii. If "preparation for family life" became the main concern of a special subject, which could be called either "pedagogy" (p 48, 53) "child development" or "parentcraft" (p 69, 74) such subjects generally tend to have little prestige with parents and employers. They are still experimental and so understructured that student achievement can hardly be evaluated. Furthermore, these subjects mainly attract girls and quite often low-achievers. Finally, they make higher demands on modern didactics and home-school relations (4, 42, 63) than most teachers are likely to meet.

The experiences in different European countries seem to suggest the value of concurrent exploration as whether a special subject which covers a wider scope of family affairs and human relations than sex education or domestic science can be conceptualised, one which is not only propaedeutic but has also immediate practical relevance, and which is attractive to boys as well as to girls - or whether family life experience and subject learning could be integrated through traditional subjects so that relevant practical capacities and life-role skills are learned. But, irrespective of whether traditional subjects are taught or whether a new subject is developed, the following content areas at least are crucial for "preparation for family life".

Some major content areas of "preparation for family life" (...)


First phase:
Basic sex and health education including contraception and family planning
Education for personal and family relationships including marriage preparation
Varied life-styles
Child development (pre/post natal and pre school)
Homemaking and family finance
Safety at home
Social control and communication in families
Recognition and solving of behavioural problems
Adolescent development
Marriage, individual & family counselling
Use of and contribution to community resources
Links between home and school
Ongoing family planning
Second phase

./.

Finally, all demands on the school regarding the need to "prepare for family life" and all attempts by the school to further education for family life suffer from the fact that most concepts of "preparation for family life" have not been evaluated at all and that the above-mentioned programmes, designed to enhance long-term effects, cannot be evaluated on a short-term basis. In the face of these evaluation difficulties - which are well known from moral, political and pre-vocational education - only a few suggestions for further development of "preparation for family life" can be made.

For the time being, suggestions about the vital although limited role of the school in "preparation for family life" have to be restricted to the following aspects. Schools could expand their responsibilities as well as their activities in "preparation for family life" if:

i. they do not professionally invalidate but rather complement the family's own preparational functions, and if parents are not excluded but rather involved in curriculum decisions;

ii. the schools' "preparation for family life" is not limited only to girls, low-achievers or dimensions of parent-child relationships, sex education and domestic science;

iii. the marginal "preparation for family life" in the last years of compulsory education is carefully laid out throughout the earlier grades and is extended in vocational training periods or even in military service such as in Finland;

iv. more initial and in-service training for teachers is provided with regard to "preparation for family life".

However, all the suggestions for new endeavours will strongly depend upon a positive commitment towards the family by the public and their representatives in political parties, trade unions, churches and the mass media.

APPENDIX I

BIBLIOGRAPHY

REFERENCES

(1) LIEGLE L, Familienerziehung und sozialer Wandel in der Sowjetunion, Berlin, 1970, pp 8 ff, 14 - ANWEILER O, Schule und Pädagogik in Russland, Vom Ende des Zarenreichs bis zum Beginn der Stalin-Ära, Berlin, 1964, pp 222-233.

(2) WHITFIELD R C, Education for Family Life, some new policies for child care, London, Sydney, 1979, p 44.

(3) MOORE K A; HOFFERTH S L; and WERTHEIMER R, "Teenage Motherhood", its social and economic cost, in: Children Today, 5 September - October 1979, pp 12-16.

(4) BIRCH H G; GUSSOW J D, Disadvantaged children. Health, nutrition and school failure. New York 1970, pp 266 f.

(5) COUNCIL OF EUROPE, Committee of Ministers: Recommendation No. R (79) 17 of the Committee of Ministers to member states concerning the protection of children against ill-treatment (adopted 13.9.79).

(6) COUNCIL OF EUROPE, Conference of European Ministers responsible for Family Affairs, "XVI. Conference: Family Policy as an Instrument for Providing Equal Opportunities for Children". Review of the situation drawn up by the liaison officer of Greece and the Secretariat. Athens, 1979, CMF (79) XVI 8 revised, pp 13, 16 f.

(7) JOHNSON G et al, 222 Stockholmspojkar, En social-psykjatrisk undersökening av pojkar i skolaldern, Stockholm, 1964, 2 - THALMANN H C, Verhaltensstörungen bei Kindern im Grundschulalter, Stuttgart, 1974, 2, pp 63 ff - SAMEROFF A J and CHANDLER M J, "Productive Risk and the Continuum of Caretaking Casualty" in: HOROWITZ F D (ed) Review of Child Development Research, Vol. 4, Chicago, London, 1975, pp 188, 190 ff.

(8) SCHLEICHER K, The necessity of an anthropo-ecological dimension in education. In: International Review of Education, 2/1975, pp 231-260 - SCHLEICHER K, Child ecology. In: Centro Internazionale Studi Famiglia: The family, natural environment of the child. Milan 1980, pp 165-175. The American Philosophical Society: Ecology of child development. Proceedings of the ... Philadelphia 1975.

(9) COUNCIL OF EUROPE, "XV. Conference of European Ministers responsible for Family Affairs", Bonn-Bad Godesberg, 1977, CMF (77) XV 5, page 1.

./.

(10) ERIKSON E H, Identität und Lebenszyklus, Frankfurt/M., 1979, pp 11, 14, 117.

(11) EHRNROOTH Ch, "Family Relations and the Process of Differentiation", Central Union for Child Welfare in Finland, Publication No. 56, Helsinki, 1978, p 6 f.

(12) HABERMAS J, Zur Rekonstruktion des historischen Materialismus, Frankfurt/M., 1976, pp 147 ff - BEITZKE G, Familienrecht, München, 1976, 18, pp 3 f.

(13) MOLLENHAUER K, "Familienarbeit-Familienbildung, Thesen zur Struktur des Lernens und seiner Störungen im familialen Lebensfeld", in: AGJ-Mitteilungen, Forum Jugendhilfe, 3-4/1978, pp 5 ff.

(14) SCHLEICHER K, "Familie in der Krise? Ehe und Familie in gesellschaftlicher und individueller Verantwortung", in: Welt des Kindes, 1/1979, pp 30-38.

(15) BOWLBY J, Attachment and Loss, London, 1972 - JENCKS Ch, Inequality: A Reassessment of the Effects of Family and Schooling in America, New York, 1972 - HYMAN H H, Political Socialisation, A study in the psychology of political behaviour, New York, 1959 - KIFER E, "Home and Environment and the IEA Surveys", University of Kentucky, Lexington, 1975. Mimeographed - SCHLEICHER K, "Elternmitwirkung in der Eingangsstufe des Primarbereichs (Notwendigkeiten und Voraussetzungen, Hemmnisse und Möglichkeiten)", in: Deutscher Bildungsrat, Gutachten und Studien der Bildungskommission (ed), Die Eingangsstufe des Primarbereichs, Vol. 3, Stuttgart, 1975, pp 236 ff.

(16) TORNEY J V; OPPENHEIM A N; and FARNEN R F (eds), Civic Education in 10 Countries, An Empirical Study, with a contribution by J R SCHWILLE, New York, London, 1975.

(17) BOOCOCK S Sp, "The Social Context of Childhood", in: Proceedings of the American Philosophical Society: Ecology of Child Development, 6/Vol. 119, 5.12.1975, pp 419-429. GEISSLER H, "Kinderreichtum-Kennzeichen der Armut, Struktur-probleme der Sozialeinkommensentwicklung in der Bundesrepublik Deutschland von 1969-76", (Sozialeinkommensbudget), Dokumentation, 28.6.1976, Mimeographed.

The percentage was more than 80% in 1967 in the Federal Republic of Germany, cf: MENGES W, "Familie und Gesellschaft", in: Lexikon der Pädagogik, Vol. 1 (Herder), Freiburg, Basel, Wien, 1970 3, p 454.

(18) MONDALE W F, "Introducing a Special Report: The Family in Trouble", in: Psychology Today, 5/1979, pp 39 ff.

(19) Schools had almost developed a tradition of putting parents into their proper roles.

(20) BÄUERLE W, Theorie der Elternbildung, Sozialpädagogische Reihe, Vol. 4, Weinheim/Berlin/Basel, 1971, pp 23 ff - SCHLEICHER K (ed), Elternhaus und Schule, Kooperation ohne Erfolg? Düsseldorf, 1972.

(21) COUNCIL OF EUROPE, "Conference of European Ministers responsible for Family Affairs: Promoting the Educational Role of the Family", XV. Conference, Bonn-Bad Godesberg, 1977, CMF (77) XV 5, pages 3 f.

(22) ISRAEL J; GUSTAVSSON N; ELIASSON R-M; and LINDBERG G, "Sexuelle Verhaltensformen der schwedischen Grosstadtjugend", in: Modellfall Skandinavien? Sexualität und Sexualpolitik in Dänemark und Schweden, Reinbek, 1970, pp 162 ff - BUXTON M und CRAVEN E (eds), The Uncertain Future, Demographic Change and Social Policy, Centre for Studies in Social Policy, 1976, pp 226 ff - CARTWRIGHT A, Parents and Family Planning Services, London, 1970, pp 178 ff.

(23) HERTOF P, "Das sexuelle Verhalten junger Dänen, in: Modellfall Skandinavien? Sexualität und Sexualpolitik in Dänemark und Schweden, Reinbek, 1970, pp 79 f, 91, 104.

(24) In the Federal Republic of Germany only one-third of working mothers with small children was aware of adult education programmes concerned with family affairs. Bundesministerium für Jugend, Familie und Gesundheit, Erziehungsgeld, Repräsentativerhebung über erwerbstätige Mütter mit Kindern bis zu 3 Jahren, München, 1976, Abs. 13.

(25) WALTON L D, Parent Education - A Comparative Study between England and France, London, 1975, p 93.

(26) COUNCIL OF EUROPE, "Conference of European Ministers responsible for Family Affairs: Promoting the Educational Role of the Family", XV. Conference, Strasbourg 1977, CMF (77) XV 15, p 7.

(27) Certain experiences of family life cannot be provided in schools eg "no bells of respite are rung at the end of the 40-minute school period" and night shifts are essential etc. WHITFIELD R C, Education for Family Life, Some New Policies for Child Care, London, Sydney, 1979, p 19.

(28) DWYER D L, The Social Adaptation of Maladjusted Boys in the Residential School and Family Home Situations, London, 1973, pp 46 ff.

(29) The Standing Conference of European Ministers of Education, "Education of 3 to 8 year olds in Europe in the 1980s". Report prepared by VAN DER EYKEN W, Strasbourg, 1980. M ED-12-3, Ch. V.

(30) PRINGLE M-K, "What Children Need", in: Times Educational Supplement, 30.8.74, p 2.

(31) SCHLEICHER K, "Fachkompetente Kindergartenarbeit", in: Bildung und Erziehung 2, 1977, pp 79 ff.

(32) WHITFIELD R C, op cit, p 19.

(33) If young children cause adults to adapt to their behaviour, they are already acquiring skills of parenthood.

./.

(34) US Department of Health, Education and Welfare: Career Education, DHEW Publication, No. (OE), US Gov. Print. Off., Washington DC, 1971.

In spite of the great concern about sex education, large percentages of young people are not up to family planning, and increasing percentages needed or wanted abortions. Cf A Human Concern Publication, Legal Abortion Examined, London, 1980.

(35) The schools really have a dual role to play in "preparation for family life". On the one hand, they have to aim at children as future parents, while, on the other, they have to pay attention to the parents themselves. So far, this dual function is only well-recognised in the pre-school area.

(36) UNITED NATIONS, "European Social Development Programme: Seminar on Youth and Responsible Parenthood", Lillehammer, Norway 12-22.5.74, Report SO A/ESDP/1974/3, pp 78 ff.

(37) Because: "The more the family becomes isolated from the immediate community, the more likely it is to experience child-rearing problems and difficulties with human relations". RÖNKA T (Mannerheim League for Child Welfare), "Essentials in Activating Parents as Educators", a paper prepared for the XIth World Congress of the International Federation for Parent Education, Mexico City, July 1980, p 2, Mimeographed.

(38) The Standing Conference of European Ministers of Education, "The school in its relations with the community", Contribution of the Council of Europe, Report prepared by VANBERGEN P, CME/X (77) 3, pp 1 ff.

(39) There are intentions in the USSR to organise continuous preparation for parenthood throughout all grades of schooling. TICHONOV A, in: Učitel'skaja Gazeta, No. 136, 1975 - PANAČIN F, ibid, No. 30, 1977 - VOLKOV N, in: Narodnoe obrazovanie, No. 6, 1976, p 32.

(40) Cf US Office of Education, Career Education: A Model for Implementation, Washington DC, 1971, p 5.

(41) For example, cognitive information about contraceptives and abortion procedures may easily create fears that sex is dangerous or that it has to be handled as a technique.

(42) Cf STERN H H, Parent Education. An International Survey, University of Hull with the UNESCO Institute of Education, Hamburg, 1960, p 27 - See similar recommendations for early childhood education: REIN M, and WHITE S, "Early Childhood Education", Practice worries and a plea of co-ordination, OECD, CERI/ECE (77) 8, Paris, 1977. Mimeographed. SANDGREEN B, "Early Childhood Education", Integration between the educational sector and the health and welfare sector within the framework of early childhood, OECD, CERI/ECE (77) 4, Paris, 1977. Mimeographed.

./.

(43) WILLIAMS M, and BOOTH D, Antenatal Education, Guidelines for Teachers, London, 1974, p 5.

(44) THOMAS H-F C, Formlose Ehen, Bielefeld, 1973, p 92 f - EICHBERG E, and KUCHENBECKER D, "Familienbildung in der Sowjetunion", in: SCHLEICHER K (ed), Arbeits- und Orientierungshilfen des Landes Nordrhein-Westfalen, Düsseldorf, 1980.

(45) PESTALOZZI J H, "Christoph und Else", in: BUCHMANN A; SPRANGER E; and STETTBACHER H (ed), Pestalozzi, Sämtliche Werke, 2nd ed, Berlin, Leipzig, 1940, Vol. 7, pp 119-450.

(46) OETINGER Fr, Partnerschaft, Die Aufgabe der politischen Erziehung, Stuttgart, 1953, pp 89 ff.

(47) SCHMIEDERER R, "Politische Bildung zwischen Gemeinschaftsideologie und Nationalismus", in: Das Argument 5/6 (1969), pp 431-465 - CRICK B, "The Introducing of Politics", in: HEATER D B (ed), The Teaching of Politics, London, Toronto, Sydney, 1969, pp 1-21.

(48) Summarised from: LUKESCH H, Elterliche Erziehungstile, Psychologische und soziologische Bedingungen, Stuttgart, 1976, pp 42 ff, 77 ff.

(49) GEISSLER H, "Kinderreichtum - Kennzeichen der Armut. Strukturprobleme der Sozialeinkommensentwicklung in der Bundesrepublik Deutschland von 1969-76", Sozialeinkommensbudget, Eine Dokumentation, 28 June 1976, pp 18, 22, 25, cf p 52. Mimeographed - "Ubermässige Progression als Kernproblem der Familienbesteuerung", in: Neue Züricher Zeitung, No. 189, 1980.

(50) DAHLSTRÖM E, and LILJESTRÖM R, "The Family and Married Women at Work", in: DAHLSTRÖM E (ed), The Changing Roles of Men and Women, Translation from Swedish by ANDERMANN G, and St., Boston, Bacon Press, 1971, p 29.

(51) LE BRAS H, Child and Family, Demographic Developments in the OECD Countries, Paris, OECD, CERI, 1979, p 159.

(52) VAN DE KAA D, "Demographic Change and Social Policy, A European Perspective", in: BUXTON M and CRAVEN E (ed), The Uncertain Future, Demographic Change and Social Policy, London, Centre for Studies in Social Policy, 1976, pp 62 f.

(53) RÜCKERT G-R, Geburtenrückgang und Erwerbstätigkeit der Frauen und Mütter in der Bundesrepublik Deutschland im internationalen Vergleich, (Materialien zum 3. Familienbericht der Bundesregierung), München, 1979.

(54) For the Federal Republic of Germany, it is estimated that 46% of children under three years of age are taken care of by their grandparents. Cf WINGEN M, "Das Kind zwischen 0 and 3 Jahren: Familienpolitik in Europa", paper presented by International Union of Parent Associations, 8-10 January 1979, Paris. Mimeographed, p 3 - Statistisches Bundesamt (ed), Bevölkerung und Kultur 1975, Reihe 5, Haushalte und Familien, Wiesbaden, 1976, p 23.

./.

(55) RÜCKERT G-R, Geburtenrückgang und Erwerbstätigkeit der Frauen und Mütter in der Bundesrepublik Deutschland im internationalen Vergleich, München, 1979, pp 39, 49, 55 f.

(56) MEADOWS D H; MEADOWS D L; RANDERS J; and BEHRENS W W, The Limits of Growth: a report for the Club of Rome's Project on the Predicament of Mankind, London, 1972, p 21.

(57) Deutsche Forschungsgemeinschaft (ed), Schwangerschaftsverlauf und Kindesentwicklung: bisherige Ergebnisse eines seit 1964 geförderten Schwerpunktprogramms (Stand Mai 1976), Boppard, 1977 - BIRCH H G, et al, Disadvantaged Children, Health, Nutrition and School Failure, New York, 1970, pp 16, 64 - BRONFENBRENNER U, "Is Early Intervention Effective? A Report on Longitudinal Evaluations of Pre-School Programmes", DHEW Publication No. 74-25, US Dept. of HEW, Washington DC, 1974 - SMITH M S, "Short-term cognitive effects of eleven pre-school models: A summary of the evaluation of the second year of Head Start Planned Variations", paper prepared for the proceedings of the 1973 biannual meeting of the International Society of Behavioral Development, 1973, Mimeographed.

(58) STANTON M, "Education for Motherhood", in: Trends in Education 16 (1969), p 14.

(59) TOOMEY D M, "Home Centred Working Class Parents' Attitudes Towards Their Sons' Education and Careers", in: Sociology 3, Vol. 3, 1969, pp 229 ff - GOLDTHORPE J H, et al, The Affluent Worker in the Class Structure, Vol. 3, Cambridge, 1969.

(60) Cf DOUGLAS J M B, The Home and the School, 7th ed, London, 1969 - SCHLEICHER K, "Elternmitwirkung in der Eingangsstufe des Primarbereichs", (Notwendigkeiten und Voraussetzungen, Hemmnisse und Möglichkeiten), in: Deutscher Bildungsrat (ed), Gutachten und Studien der Bildungskommission, Die Eingangsstufe des Primarbereichs, Vol. 3, Stuttgart, 1975, pp 231-296.

(61) Summarised from: POSTLETHWAITE N T, A Selection from the Overall Findings of the IEA Study in Science, Reading, Comprehension, Literature, French as a Foreign Language, English as a Foreign Language, and Civics Education, IIEP Occasional Paper, Vol. 30, Paris, 1974, p 29.

(62) LYNCH J and PINLOTT J, Parents and Teachers, Schools Council Research Studies, London, 1976, p 7. "The total variance is always unity or in this case unity x 100. ... in this table ... it will be noted that the sum of the percentages of the three blocks for any one subject does not total to the percentage in the 'total variance' block. This is because the 'total variance' in each subject is the sum of the first three blocks plus a kindred variables block and typically one or two other blocks which vary from subject to subject ..."

(63) MELDON R P, A Study of the Influence of Parental Attitudes on the Vocational Aspirations of Women: With special reference to girls in a selective secondary school, and mature students in a teachers' training college, London, 1963.

./.

(64) KÜNG E L, Das Berufswahlverhalten, Fallstudien im Longitudinalschnitt, Bern, Stuttgart, Wien, 1971, pp 37, 348 - JENKINS R, The Role of the Industrial Arts Teacher as a Recruiting Agent for Industrial Education in the State of Louisiana, Ph.D., University of Arkansas, 1975.

(65) STERN H H, Parent Education, An International Survey, University of Hull with the UNESCO Institute for Education, Hamburg, 1960, p 3: Therefore "the mother-blaming attitude - of psychologists as well as the - illusion of omnipotence - of parent education have (rightfully) been attacked in America" during the mid-fifties - Cf to: GROOTHOFF H H, et al, Erziehungswissenschaftlicher Unterricht: Didaktische Begründung und methodische Verwirklichung, Limburg, 1978, p 44.

(66) RETTER H, "Typen pädagogischer und didaktischer Ansätze im Elementarbereich", in: DOLLASE R (ed), Handbuch der Früh- und Vorschulpädagogik, Vol. 2, Düsseldorf, 1979, pp 135 ff.

(67) NEIDHARDT F, Die Familie in Deutschland, Gesellschaftliche Stellung, Struktur und Funktion, Opladen, 1971.

(68) ARIES Ph, Geschichte der Kindheit, 2nd ed, München, Wien, 1976.

(69) SCHNEIDER H-D, Aspekte des Alterns, Ergebnisse sozialpsychologischer Forschung, Frankfurt, 1974, pp 102 ff.

(70) HADLEY R, et al, Across the Generations, Old People and Young Volunteers, London, 1975, pp 83, 87.

(The longitudinal study of 100 old people demonstrates: Affective bonds with children may be more rewarding than with neighbours or social workers, but only a fraction of the old people got family help once a week and the majority felt isolated and lonely.)

(71) In Switzerland, the percentage of people older than 65 years of age increased from 6 % at the beginning of the century to 13% in 1977; in Britain, the increase was from 4.7% in 1901 to 12.42% in 1966. Kommission für Altersfragen, "Die Altersfragen in der Schweiz"? Bericht vom 16.12.1966, Neubearbeitung, Bern, 1979, pp 43 f - HALSEY A H (ed), Trends in British Society Since 1900, London, New York, Toronto, 1972, p 33 - Cf to CARTWRIGHT A, How Many Children?, London, Hernley, Boston, 1976, pp 6 f.

(72) Summarised from: SCHWARZ K, "Veränderung der Geburtenabstände und Auswirkungen auf die Geburtenentwicklung", in: Statistisches Bundesamt Wiesbaden (ed), Wirtschaft und Statistik 7, Stuttgart, Mainz, 1973, pp 638-641.

(73) BOOCOCK S Sp, "The Social Context of Childhood", in: Proceedings of the American Philosophical Society: Ecology of Child Development, 6, Vol. 119, 5 December 1975, Philadelphia, 1975, p 423.

./.

(74) WACHLER D, Das verlängerte Wochenende in seinen Wirkungen auf Familie und Haushalt, Eine erziehungssoziologische Analyse, Düsseldorf, 1972, pp 58 ff, 136 ff.

(75) VAN DE KAA D, "Demographic Change and Social Policy. A European Perspective", in: BUXTON M, and CRAVEN E (ed), The Uncertain Future, London, 1976, pp 62 ff.

(76) Birmingham, City of, Education Department, "Child Development Courses in Secondary Schools". Mimeographed, n.d.

(77) PRINGLE M K, The Needs of Children, London, 1975, pp 104 f, 157 f.

(78) Department of Education and Science, Course No. 329, "Course for secondary school pupils which involve young children", November 1975.

(79) COWLY J C P, "Is Parenthood Education Possible Within Schools?", a discussion paper, 1979 b.

(80) DWYER D L, The Social Adaptation of Maladjusted Boys in the Residential School and Family Home Situations, London, 1973, p 64 - LYNCH J and PIMLOTT J, Parents and Teachers, Schools Council Research Studies, London, 1976, pp 68 ff.

(81) SEXTON P C, Education and Income: Inequalities of Opportunity in our Public Schools, New York, 1961, p 172, cf to p 163.

(82) Distribution of age at first experience of sexual intercourse accordi to birth cohort in the United States (survey by Zelnik and Kautner

Age at first experience of sexual intercourse	Age in 1970				
	15	16	17	18	19
12	8.0	5.5	5.1	6.0	1.4
13	17.5	3.7	3.3	4.3	1.2
14	30.8	10.4	6.9	2.8	0.6
15	43.7	29.8	14.4	6.8	1.3
16		50.6	51.4	16.6	11.7
17			24.9	30.3	23.7
18				33.2	35.7
19					24.4

LE BRAS H, Child and Family, Paris, 1979, p 68 - cf SIDA Population Division, "Education for Human Relations", Extract from "Sexuality and human behaviour - facts and views about sex education", 14 February 1974, Mimeographed, pp 5 f.

(83) SIDA, Population Division, op cit, pp 14 f.

(84) HALSEY A H (ed), Trends in British Society since 1900, 1972, p 43.

./.

(85) Summarised from: Statistisches Bundesamt Wiesbaden (ed), Statistik des Auslandes, Natürliche Bevölkerungsbewegung im Ausland, 1975, Reihe 1.2, Stuttgart, Mainz, 1978, p 48.

(86) Summarised from: LE BRAS H, Child and Family, 1979, pp 60, 63, 65.

(87) Percentage of stillborn illegitimate children of all stillborn children

Country	1966	1974	1975
Denmark	10.2 (11.7)	18.8 (23.6)	
Fed. Rep. of Germany	4.6 (6.7)		6.1 (9.1)
Greece	1.0 (2.0)	1.2 (3.0)	
Italy	2.0 (2.6)		2.9 (3.1)
Norway	4.9 (6.0)		10.3 (14.0)
Sweden	14.6 (18.2)		32.4 (39.6)

Summarised from: Statistisches Bundesamt, op cit, pp 41, 53 - cf HELLBRÜGGE Th, Das sollten Eltern heute wissen, München, 1975, p 137.

(88) Lane Report, Report of the Committee on the Working of the Abortion Act, Vols. II and III, London, 1974; Vol. II, pp 17, 19; Vol. III, p 3 - CARTWRIGHT A, Parents and Family Planning Services, London, 1970 (1976), pp 6 f.

(89) The death rate of illegitimately born babies seems to be 100% higher than of average children in the Federal Republic of Germany. HELLBRÜGGE Th, op cit, p 136.

(90) SEGLOW J; PRINGLE M K; and WEDGE P, Growing Up Adopted, A Long-Term National Study of Adopted Children and Their Families, a report by the National Children's Bureau (National Foundation for Education Research in England and Wales), Slough, 1972 - CRELLING E; PRINGLE M K; and WEST P, Born Illegitimate, A National Study of the Social and Educational Effects of Illegitimacy at Birth and Seven Years, a report by the National Children's Bureau (National Foundation for Education Research in England and Wales), Slough, 1971, p 173.

(91) Lane Report, op cit, Vol. II, pp 17, 19.

(92) SIDA, Population Division, op cit, p 9.

(93) WHITFIELD R C, Education for Family Life, Some New Policies for Child Care, London, Sydney, 1979, pp 42 f.

./.

Number of children under 16 affected by divorce (England and Wales)

Age of children	1975	1976	1977
0 to 4	33,000	34,000	34,000
5 to 10	69,000	71,000	69,000
11 to 16	43,000	47,000	46,000
Total up to 16	145,000	152,000	149,000

(94) FRIESE H, Beruf und Familie im Urteil weiblicher Lehrlinge, Hannover, 1967, p 130 ff.

(95) RÜCKERT G-R, Geburtenrückgang und Erwerbstätigkeit der Frauen und Mütter in der Bundesrepublik Deutschland im internationalen Vergleich, Materialien zum 3. Familienbericht der Bundesregierung, München, 1979, p 33.

(96) BUSFIELD J and PADDON M, Thinking About Children, Sociology and Fertility in Post-War England, London, New York, Melbourne, 1977, p 255.

(97) PRINGLE M K, The Needs of Children, 1975, p 157.

(98) CRELLIN E, et al, op cit, p 173.

(99) MOORE K A; HOFFERTH S L; and WERTHEIMER R, "Teenage Motherhood, Its Social and Economic Cost", in: Children Today, September/October, 5, 1979, pp 12-16.

(100) GESELL A, et al, The First Five Years of Life, The Pre-School Years, New York, London, 1940 - BOWLBY J, Child Care and the Growth of Love, London, 1972 - Idem, Attachment and Loss, London, 1972 - SCHÄFER H, "Schlussbetrachtung", in: NITSCH K (ed), Was wird aus unseren Kindern? Gesellschaftspolitische Folgen frühkindlicher Vernachlässigung, Medizin im Wandel, Beiträge zu einer neuen Theorie der Medizin, Heidelberg, 1978, pp 100-119 - PRINGLE M K, op cit, pp 34 f.

(101) BAUDE A, and HOLMBERG P, "The Positions of Men and Women in the Labour Market", in: DAHLSTRÖM E (ed), The Changing Roles of Men and Women, Boston, 1967, pp 105-134.

(102) Akademie der Pädagogischen Wissenschaften der DDR (ed), Rahmenplan für die Pädagogische Propaganda in den Kinderkrippen, Kindergärten und Schulen, in den sozialistischen Betrieben und Wohngebieten, Berlin (Ost), 1970, pp 5, 25 - BUSCH Fr W, Familienerziehung in der sozialistischen Pädagogik der DDR, Düsseldorf, 1972, pp 91 ff, 109 ff, 236 ff - MANNSCHATZ E, Einführung in die sozialistische Familienerziehung, Berlin (Ost), 1971, pp 11 f, 21 ff, 38, 45, 66 f.

./.

(103) OLIN-LAURITZEN S, "Social Measures to Prepare Young Generations for their Future Role as Parents". Survey prepared by the Council of Europe, Steering Committee for Social Affairs, 7th meeting, 21-25 April 1980, Strasbourg, 3.1.80, CDAS (80) 1. Mimeographed. Little discussion is given to aspects as: "If the self-esteem of women is ... enhanced", will "the socialisation of girls alter so that they will be more likely to have 'masculine' qualities of independence, activity, and assertiveness", or "will the values of cultures ... change so that 'feminine' goals (the enhancement of empathy, nurturance, and sensitivity) be esteemed". Obviously an integration of both dimensions will be needed in society and family life. DIXON E, "Aspects of Femininity in Adolescent Girls", Diploma in Adolescent Development, London, Institute of Education, 1974, pp 65 ff.

(104) DAHLSTRÖM E, and LILJESTRÖM R, "The Family and Married Women at Work", in: DAHLSTRÖM E (ed), The Changing Roles of Men and Women, Boston, 1971, p 48 - MOLLENHAUER K, "Familienarbeit-Familienbildung, Thesen zur Struktur des Lernens und seiner Störungen im familialen Lebensfeld", in: AGJ Mitteilungen, Forum Jugendhilfe 3-4 (1978), pp 5 ff.

(105) HABERMAS J, Zur Rekonstruktion des historischen Materialismus, Frankfurt/Main, 1976, pp 147 ff.

(106) STERN H H, Parent Education. An international survey, University of Hull with the UNESCO Institute for Education, Hamburg, 1960.

(107) SCHLEICHER K, "Standortbestimmung der Familienbildung als politischer Bildung", in: CLAUSSEN B (ed), Elternbildung als Aufgabe politischer Bildung, Schriftenreihe der Bundeszentrale für politische Bildung, Vol. 145, Bonn, 1979, pp 51-68 - SCHMITT G, "Einfluss der Eltern auf Persönlichkeitsentwicklung und politisches Bewusstsein, Folgerungen aus der empirischen Forschung für die Elternbildung", in: CLAUSSEN B (ed), op cit, pp 69-84 - WILLIAMS M, and BOOTH D, Antenatal Education, Guidelines for Teachers, London, 1974.

(108) STERN H H, op cit, p 28.

(109) The countries were: Austria, Belgium, Federal Republic of Germany, France, Italy, Luxembourg, Netherlands, Norway, Portugal, Sweden, Switzerland, United Kingdom.

(110) Summarised from: STERN H H, op cit, pp 24 ff.

(111) STERN H H, op cit, p 31.

(112) Sex education is compulsory in Denmark, Sweden and the Federal Republic of Germany. It is generally accepted and legal, although not applied throughout the country, in France, Switzerland and Italy. It is officially approved but not law in the United Kingdom and the Netherlands and it is virtually inexistant in Turkey and Greece. ISACO D N, "Sex Education of Children in Europe". Paper delivered at the WHO/EURO Regional Office Conference on "The Child and the Adolescent in Society", Athens, 1978. Mimeographed, p 3.

./.

(113) JAEGER T, "Sex Education in Norway - Education for Living Together", CDCC Teacher Bursaries Scheme, 10th European Teachers' Seminar: "Education for Parenthood and for Family Responsibilities", Donaueschingen, 20-24 October 1980. Mimeographed.

(114) The students interest in "preparation for family life" appears to be limited in view of strong demands of other subjects. In England only a few students sat for an examination (in the Greater London Area not more than 1,200 were examined in "Child Development and the Family" in 1976) and 41,000 German students chose the optional subject "Pedagogy", in Northrhine-Westfalia in 1976-77, which represents about 27% (secondary level). ADICK Ch; BONNE L; and MENCK P, Didaktik des Pädagogikunterrichts: Entwicklung und Begründung einer Fachdidaktik im Gesellschaftswissenschaftlichen Aufgabenfeld, Stuttgart, 1978, p 28 f - Statistisches Bundesamt Wiesbaden, Allgemeines Schulwesen 1977, Reihe 1, Stuttgart, Mainz, 1979 - SEARLE P A, "Child Development", Courses for Youngsters in the ILEA, 1979. Mimeographed.

(115) BRONFENBRENNER U, Ökologische Sozialisationsforschung (ed by LÜSCHER K), Stuttgart, 1976 - GARBARINO J, "The Human Ecology of Child Maltreatment". Paper presented at the biannual meeting of the Society for Research in Child Development (ED 138 356), 1977.

(116) LEVIN K S, "Self-Empowering School Health Education". Paper presented at the Conference on "Discovering Health Power". The Teacher Centre, New Haven, Connecticut, 28 April 1979. Mimeographed.

(117) World Health Organisation, Regional Office for Europe, A Working Group, "Problems of Children of School Age (14-18 years)", report on a working group, Amsterdam, 6-10 June 1977, ICP/MCH 010, Copenhagen, 1978, p 2 ff - LIPSITZ J S, "Adolescent Development. Myths and Realities", in: Children Today, 5, Vol. 8, 1979, pp 2-7.

(118) EISENSTADT S N, Von Generation zu Generation. Altersgruppen und Sozialstruktur, München, 1966.

(119) MUCHOW H H, Sexualreife und Sozialstruktur der Jugend, Hamburg, 1959.

(120) BEFRING E, "Some Problems in Preparation for Personal Life and for Life in Society". Paper presented to: Symposium on "Social Education for Teenagers: Aims, Issues and Problems" of the Council of Europe in Solna, Sweden, 15-19 September 1980, DECS/EGT (80) 42. Mimeographed.

(121) Table summarised from: TORNEY J V, "Human Rights Education: Some Empirical Evidence and an International/Regional Perspective". Paper presented to: Symposium on "Social Education for Teenagers: Aims, Issues and Problems", Project No. 1, "Preparation for Life" of the Council of Europe, 1980. Mimeographed, p 6.

(122) LIEVEGOED B, Lebenskrisen - Lebenschancen. Die Entwicklung des Menschen zwischen Kindheit und Alter, München, 1979.

(123) There is for example quite a degree of age integration of adolescents and adults in the American Community College, in the Danish Youth School and even in normal upper-secondary-comprehensive schools in Sweden. (In Sweden adults may rejoin the schools after certain out-of-school experience to work for further credits under the present retraining scheme; quite often there are more than 20% adults, who certainly have to offer quite a lot in terms of social and family experience.) In Norway, a White Paper was just presented to Parliament in order to include more work and social experience in the life of adolescent pupils. It is suggested that students shall carry out small jobs for older pupils, work in the kindergarten, support handicapped children etc.

(124) Eisenstadt hypothesises that segregated age-grouping is enforced, if the individual has to learn general role-dispositions outside the family, and if the family is not the most important entity of the social and economic division of labour - EISENSTADT S H, op cit, p 280.

(125) SPADY W G, and MITCHELL D E, "Competency Based Education: Organisational Issues and Implications", in: Educational Researcher, 2, Vol. 6, 1977, pp 9-15 - PRINGLE M K, The Needs of Children, 1975, p 57. "In the conventional classroom setting, where both work and discipline are laid down by the teacher, there is relatively little room for allowing each child a measure of responsibility for its own actions and learning."

(126) Schools Council, "Course Planning in School Health Education", Health Education Project 13-18, Schools Council, London, 1979. Mimeographed, p 5.

(127) McBEATH R, "Towards a Definition of Resource-Based Learning", in: Educational Media International, 4, 1975, pp 4 ff.

(128) In 1980, INNSOP made an empirical study for "Le Soir" and the RTBF of attitudes and concerns of young people, aged 17 to 23. The sample covered about 1,800 people, 50.3% boys, 49.7% girls; 38% of the youngsters were working, 30.4% studying, and 11.3% unemployed; furthermore 32% were living as childless couples, 19.6% had a child, 22.4% were single.

The results have been published in "Le Soir" continuously since 14 October 1980.

(129) LEDERER G, "Die Einstellung Jugendlicher zur Autorität in Staat und Gesellschaft in der BRD", Ms., 1979, pp 37 f - Cf HERON A, "Adolescents and Preparation for Parenthood", in: British Journal of Educational Psychology 3, Vol. 22, 1952, pp 173-179.

"A survey by the School Council of 200 adolescents aged 13 to 16 had revealed that 70% wanted help over personal relationships with other adolescents and with adults, particularly parents." Cf WALTON L D, Parent Education - A Comparative Study Between England and France, London, 1975, p 93.

./.

(130) ACHTENHAGEN F, and MENCK P, "Langfristige Curriculumentwicklung und mittelfristige Curriculumforschung (1971)", in: BAYER K (ed), Reader zur Didaktik des Unterrichtsfaches Pädagogik: Aufsätze 1965-75, Kastellaun, 1978, p 178.

(131) SCHLEICKER K, "Elternhaus und Schule in England", in: SCHLEICHER K (ed), Elternhaus und Schule. Kooperation ohne Erfolg (Bundesrepublik, DDR, England, Japan, Frankreich, Niederlande, USA/EdSSR), Düsseldorf, 1972, p 102.

(132) REIN M, and WHITE S, "Early Childhood Education. Practice, Worries and a Plea for Co-ordination", OECD, CERJ/DCE 77.8, Paris, 1977. Mimeographed - SANDGREEN B. "Early Childhood Education. Integration Between the Educational Sector and the Health and Welfare Sector Within the Framework of Early Childhood", OECD, CERJ/ECE 77.4, Paris, 1977. Mimeographed.

(133) PREUSS U, "Zum staatsrechtlichen Begriff des Öffentlichen", Stuttgart, 1969, p 215 - RICHTER J, "Eine Selbstverwaltung der Bildungspläne durch die Schulen", in: Neue Sammlung, 1968, pp 494 ff - Bildungsverfassungsrecht. Studien zum Verfassungswandel im Bildungswesen, 1973, pp 271, 277, 305 f - KUGLER W, "Selbstverwaltung als Gestaltungsprinzip eines zukunftsorientierten Schulwesens, dargestellt am Beispiel der Freien Waldorfschulen", Diss., Päd. Hochschule Rheinland, 1980.

(134) PESTALOZZI J H, "Christoph und Else", Berlin/Leipzig, 1940, pp 119-450, op cit.

(135) LINDEMAN E C, and THURSTON F M, "Problems for Parent Education", an outline of problems discussed at the annual meeting of the National Council of Parent Education (14-17 November 1928) and at the Home Problems Conference, The Merrill-Palmer School (18-20 April 1927), National Council of Parent Education, New York, 1929.

(136) BÄUERLE W, Theorie der Elternbildung, Weinheim, 1971, pp 22 ff, 154 ff - BÄUERLE W, Jugendhilfe und Elternbildung. Rechtliche Grundlagen-Tatbestände-Probleme-Aufgaben, Ph.D., Hamburg, 1969, pp 292 ff - WILLIAMS M, and BOTH D, Antenatal Education, London, 1974 - AHRENS B, "Zur Theorie und Praxis der Elternbildung in der BRD. Bestandsaufnahme und Kritik", Diss., PH Rheinland, 1977.

(137) COHN R C, Von der Psychoanalyse zur themenzentrierten Interaktion. Von der Behandlung Einzelner zur Pädagogik für alle, Stuttgart, 1975 - LANGEFELD J, "Varianten der Fallmethode", in: LANGEFELD J (ed), Fach: Pädagogik, Methoden des Unterrichts, Düsseldorf, 1978.

(138) Conference of European Ministers responsible for Family Affairs, "National answers to the questionnaire, Austria", XVI. Conference, Athens, 1979. CMF (78) XVI 7/Aus., pages 17 f.

./.

(139) SZINOVÁCZ M E, "Lebensverhältnisse der weiblichen Bevölkerung in Österreich, Teilnahme am Erwerbsleben und familiäre Situation", Ergebnisse des Mikrozensus, September 1977, in: *Schriftenreihe zur sozialen und beruflichen Stellung der Frau* 9, Wien, 1979, pages 7, 15 f.

(140) GAUDART D, and SCHULZ W, *Mädchenbildung - wozu*? Einstellung von Müttern und ihren Töchtern zur Ausbildung, Haushalt und Beruf, Schriften zur Mädchen- u. Familienbildung, Bd. 1, Wien, 1971, p 10. (Refers to: UNESCO, EDF/2, 28.2.1966.) Cf: Bundesministerium für Unterricht, Wiss. Abteilung (ed), *Bildungsplanung in Österreich*, Bd. 1, Erziehungsplanung und Wirtschaftswachstum 1965-75, Wien/München, n.d., pp 55, 430 ff.

(141) Conference of European Ministers responsible for Family Affairs Strasbourg, 13 December 1978, op cit.

(142) PFEIL E, *Die 23-jährigen*, Tübingen, 1968.

(143) Summarised from: GAUDART D, and SCHULZ W, *Mädchenbildung - wozu*? Wien, 1971, p 28 - SCHULZ W, "Werthaltungen und Einstellungen von Frauen-, Familien-, und Jugendorganisationen zum Wandel in der Situation der Frau", in: *Schriftenreihe zur sozialen und beruflichen Stellung der Frau*, 9, Wien, 1976.

(144) Summarised from: SZINOVÁCZ M E, "Lebensverhältnisse der weiblichen Bevölkerung in Österreich, Teilnahme am Erwerbsleben und familiäre Situation", Ergebnisse des Mikrozensus, September 1977, in: *Schriftenreihe zur sozialen und beruflichen Stellung der Frau*, 9, Wien, 1979, pp 47, 52, 54.

(145) Ibid, pp 5, 33-45, 63 - Cf. SCHULZ W, "Werthaltungen und Einstellungen von Frauen-, Familien-, und Jugendorganisationen zum Wandel in der Situation der Frau", in: *Schriftenreihe zur sozialen und beruflichen Stellung der Frau*, 9, Wien, 1976, p 17.

(146) Bundesministerium für Unterricht und Kunst (ed), *Bildungsbericht 1975 an die OECD*, Wien, 1975, pp 49, 62, 64, 106.

(147) GAUDART D, and SCHULZ W, *Mädchenbildung - wozu*? Wien, 1971, pp 48 f, 57 ff.

(148) Summarised from: Bundesministerium für Unterricht und Kunst (ed), *Bildungsbericht 1975 an die OECD*, Wien, 1975.

(149) Bundesministerium für Unterricht und Kunst (ed), *Bildungsbericht 1979*, Die OECD-Prüfung des österreichischen Schulsystems, Wien, 1979, p 34.

(150) Bundesministerium für Unterricht und Kunst unter Mitwirkung des österreichischen Statistischen Zentralamtes (ed), "Österreichische Schulstatistik", (Auszüge), Schuljahr 1978-79, Heft 28, (Wien 1979), pp 18 f, 24, 41 f.

./.

(151) Cf *APS - Lehrpläne*, Lehrpläne des Polytechnischen Lehrgangs, Stand 1.9.1976, 2nd ed, Wien, 1979, pp 13-17 - Cf SCHWEINBERGER K, *Was könnte ich werden? Berufskunde und praktische Berufsorientierung*, Lehr- und Arbeitsbuch für den Polytechnischen Lehrgang, Salzburg, 1979.

(152) Bundesministerium für Unterricht und Kunst (ed), *Bildungsbericht 1975 and die OECD*, Wien, 1975, p 79.

(153) *APS*, op cit, pp 28, 39 f, 44, 48 f - Cf SCHÖDL A, and FORSTNER R, *SWZ - Lehrbuch zum Unterrichtsgebrauch für Polytechnische Lehrgänge*, Wien, 1974, pp 8 ff.

(154) Bundesministerium für Unterricht und Kunst (ed), "Arbeitsberichte des Zentrums für Schulversuche und Schulentwicklung III/14/HSK", Lehrplan für Geschichte und Sozialkunde für die Modellversuche der AHS, Wien, Graz, Klagenfurt, n.d. - See textbooks like: LEITNER L; TOMANDL T; and WELAN M, *Der Mensch in Gesellschaft und Staat*, Lehrbuch der Sozialkunde Wien, 1969, pp 14 ff - BLUME D; FELS G; et al, *Der Mensch*, Lehrbuch für die Oberstufe der allgemeinbildenden höheren Schulen, 2nd ed, Wien, 1975, 127 ff.

(155) PETRI G, (Bundesministerium für Unterricht und Kunst, Zentrum für Schulversuche und Schulentwicklung, Abt. II) (ed), *Evaluation der Schulversuche in der Oberstufe der Allgemeinbildenden Höheren Schulen*, Lehrer- und Schülerbefragung 1977, Überblick über die Evaluationsaufgaben, Graz, 1978, pp 105 ff.

(156) ZRZAVY A, "Lehrerbefragung 1973" in: Bundesministerium für Unterricht und Kunst, Zentrum für Schulversuche und Schulentwicklung, Abt. II (ed), *Arbeitsberichte*, Reihe II, No. 3, Graz, 1974, pp 47, 56.

(157) GEHMACHER E, *Die Schule im Spannungsfeld von Schülern, Eltern und Lehrern*, Studie des Instituts für empirische Sozialforschung im Auftrag des Bundesministeriums für Unterricht und Kunst, 2nd ed, Wien, 1979, pp 12 ff, 26, 49, 52 ff - Cf Europäische Familienkonferenz, "Nationale Antworten auf den Fragebogen, Osterreich", XVI. Conferenence, Strasbourg, 13.12.78, CMF (78) 7/Aus., p 7.

(158) Bundesministerium für Unterricht und Kunst (ed), "Sexualerziehung in den Schulen", Grundsatzerlass, ZL 510.765-I/4d/70, in: *Verordnungsblatt*, 1.1.1971 und Rundschreiben Nr. 193/1970.

(159) Cf ERLACH M; FRÖSCHL K; et al, "Arbeitsbuch für den Sachunterricht der 4. Schulstufe", Wien, Linz, Passau, n.d., pp 36 ff, 55 ff - DABSCH; JAROLIN; et al, "Sachunterricht 4, Arbeitsblätter für die 4. Schulstufe", Wien, n.d., pp 4, 38 f - LANGE; STRAUSS; et al, *Natur und Mensch*, Biologie und Umweltkunde, 1. Klasse AHS, Wien, 1979, pp 64-73.

./.

(160) Several school visits and expert discussions show that teachers tended to avoid a strong personal involvement with parents. As the subject was politically controversial, it could easily upset parents, and furthermore, teachers were too little trained for the job.

(161) Summarised from curricula recommendations in: "Unterrichtsprinzip Sexualerziehung", Zusammenfassung von Massnahmen, Aktivitäten zu dessen Durchführung, n.d., pp 1-12. Mimeographed.

(162) Cf Bundesministerium für Unterricht und Kunst (ed), "II. Sondernummer zum Verordnungsblatt", Wien, 1.10.1979, 10a, Stück, pp 61 ff and 15.8.1978, 9a, Stück, pp 17 ff.

(163) Bundesministerium für Unterricht und Kunst (ed), "Politische Bildung in den Schulen", ZL 33.464/6-19a/1978.

(164) Bundesministerium für Unterricht und Kunst, Zentrale Arbeitsgruppe "Politische Bildung" (ed), Unterrichtsbeispiele zur Politischen Bildung, Volksschule, Vorschulklassen, Allgemeine Sonderschule, Wien, 1. Lieferung, 1978, pp 4-6, 11-18, 25 ff, 32-35; 2. Lieferung, 1979, pp 3-10, 13 ff.

(165) Ibid, 1. Lieferung, 1978, pp 2 ff, 24 ff; 2. Lieferung, 1979, pp 3 ff, 13 ff.

(166) Nationale Kommission der Bundesrepublik Deutschland ..., Internationales Jahr des Kindes 1979, Programm der Nationalen Kommission für die Vorbereitung und Durchführung des Internationalen Jahres des Kindes in der Bundesrepublik Deutschland, Köln, 1978, p 45.

(167) MUCHOW H H, Sexualreife und Sozialstruktur der Jugend, Hamburg, 1959 - GAMM H-J, Kritische Schule. Eine Streitschrift für die Emanzipation von Lehrern und Schülern, München, 1970, pp 68 ff - Bundeszentrale für Gesundheitliche Aufklärung, Sexualkunde-Atlas Biologische Informationen zur Sexualität des Menschen, Opladen, 1969 - PFEIFFER R, and MARKMANN J, Bibliographie zur Sexualerziehung, Buchveröffentlichungen, Zeitschriftendokumentation Folge I + II, 1965-68 and 1968-70, Päd. Zentrum, Reihe A, Dok. Vol. 10-12, Weinheim, Berlin, Basel, 1968 and 1970.

(168) ACHTENHAGEN F, and MENCK P, "Langfristige Curriculumentwicklung und mittelfristige Curriculumforschung (1971)", in: BEYER K (ed), Reader zur Didaktik des Unterrichtsfaches Pädagogik: Aufsätze 1965-75, Kastellaun, 1978. p 177.

(169) Kultusministerkonferenz, "Empfehlungen zur Sexualerziehung in den Schulen. Beschluss der KMK vom 3.10.1968", in: Sammlung der Beschlüsse der Ständigen Konferenz der Kultusminister der Länder in der BRD, Luchterhand Loseblattsammlung Bd. 2, Nr. 659.

./.

(170) Summarised from: DIETRICH K, Lehrerheft zu: Die beiden Geschlechter. Sexualerziehung in der Grundschule - soziale und biologische Aspekte, 5th ed, Stuttgart, 1975, p 18.

(171) HEID H, Praxis schulischer Sexualerziehung - Ein Lehrerhandbuch, Opladen, 1971 - KATZENBERGER L F, "Sexualerziehung", in: KATZENBERGER L F (ed), Der Sachunterricht der Grundschule in Theorie und Praxis. Ein Handbuch für Studierende und Lehrer, Rothenburg/T. Vol. II, 1973, pp 409-432.

(172) McCANN H K, Jedes Kind hat ein Recht erwünscht zu sein. Information über Empfängnisregelung und Möglichkeiten, den Zeitpunkt für ein Kind selbst zu bestimmen. Im Auftrag des Bundesministers für Jugend, Familie und Gesundheit, hg. von der Bundeszentrale für gesundheitliche Aufklärung, Köln, n.d.

(173) BERNSTEIN A C, and COWAN Ph A, "Children's Concepts of How People Get Babies", in: Child Development, Vol. 46, 1975, pp 77-91 - HABERMAS J, Zur Rekonstruktion des historischen Materialismus, Frankfurt/Main, 1976, pp 147 ff.

(174) Examples of how the child's experience may be used, eg:

i. How would you distribute the different family tasks if there is no father in the family? (Or, if mother is ill for a long period?)

ii. Can you imagine occasions when all family members work together? etc.

Freie und Hansestadt Hamburg (ed), Richtlinien Grundschule Sachunterricht, Kennzif. 24.7.00, 24.7.11, 24.7.20; Hamburg, 1977.

(175) Freie und Hansestadt Hamburg (ed), Richtlinien für die Sexualerziehung in den Schulen der Freien und Hansestadt Hamburg, Hamburg, 1970, pp 5 ff.

(176) Nordrhein-Westfalen (ed), Richtlinien für die Sexualerziehung, Köln, 1975, p 7.

(177) ALLIHN W-B, "Zum Problem der Didaktik des Pädagogik-Unterrichts in der Sekundarstufe (1973)", in: BEYER K (ed), Reader zur Didaktik des Unterrichtsfaches Pädagogik: Aufsätze 1965-75. Kastellaun, 1978, pp 113-125 - MENCK P, "Erziehungswissenschaftlicher Unterricht in der gymnasialen Oberstufe Nordrhein-Westfalens (1974)", in: BEYER K (ed), op cit, 1978, pp 160-167.

(178) BEYER K (ed); Reader, op cit - GROOTHOFF H-H; ACKERMANN K-E, and BILSTEIN J, Erziehungswissenschaftlicher Unterricht: Didaktische Begründung und methodische Verwirklichung, Limburg, 1978 - RAUSCHER K, "Das Fach Erziehungskunde", in: RAUSCHER K (ed), Erziehungskunde, Unterrichtshilfen zu einem neuen Fach der Hauptschule, München, 1978, pp 20-29.

./.

(179) The expectations of teachers and pupils of the early 1970s were quite strongly matched by the Hamburg guidelines for the instructions of pedagogy a few years later.

(Hamburg, Freie und Hansestadt, Behörde für Schule, Jugend und Berufsbildung (ed), Rahmenrichtlinien Pädagogik im Vorsemester und in der Studienstufe, Hamburg, u.a., 1976.)

(180) ADICK Chr; BONNE K; and MENCK P, Didaktik des Pädagogikunterrichts. Entwicklung und Begründung einer Fachdidaktik im gesellschaftswissenschaftlichen Aufgabenfeld, Stuttgart, 1978, pp 33 ff.

(181) LANGEFELD J, "Lernzielbestimmung und Unterrichtsmethodik: in: LANGEFELD J (ed), Fach: Pädagogik. Methoden des Unterrichts, Düsseldorf, 1978, pp 10 f.

(182) GROOTHOFF H-H, "Uber Pädagogik als Bildungsfach in der modernen Welt", in: Das Studienseminar 10, 1965, p 132.

(183) LANGEFELD J, op cit, pp 11 ff - GROOTHOFF H-H, "Vorüberlegungen zu einer Didaktik des erziehungswissenschaftlichen Unterrichts in der gymnasialen Oberstufe", in: GROOTHOFF H-H; ACKERMANN K-E; and BILSTEIN J, op cit, pp 10-94 - ACHTENHAGEN F, and MENCK P, "Langfristige Curriculumentwicklung und mittelfristige Curriculumforschung (1971)", in: BEYER K (ed), Reader, op cit, p 183.

(184) Example

Main fields of study which have been recommended for an advanced course of study (Leistungskurs) are, inter alia:

- Education between developmental processes and socialising influences

  Models of developmental psychology, ...,
  Attitudes of educators ...
- Learning: conditions, handicaps, possibilities of compensation ...
- Education and society ...

The extent to which family problems are touched upon is evident from the following suggestions which are given to teachers for a systematic structural preparation of their teaching methods.

See table next page.

BUSCH G; GIESEN H; KIRCH K; et al, "Empfehlungen für den Kursunterricht im Fach Erziehungswissenschaft", in: Schulreform NW, Sekundarstufe II, Arbeitsmaterialien und Berichte, Heft 9II, Curriculum, Gymnasiale Oberstufe, Erziehungswiss., 2. Ausgabe, Eine Schriftenreihe des Kultusministers des Landes NW, Köln, 1973, pp 32 ff, 52 f - BODE H F, and BRINKMANN G, Dimensionen der Pädagogik. Materialien für den erziehungswissenschaftlichen Unterricht in der Sekundarstufe II, (ed by GROSS E), Lehrerhandreichung zu Bd. 12: BODE H F, and BRINKMANN G, Bildungssysteme im Vergleich, Düsseldorf, 1979.

(185) RAUSCHER K, "Das Fach Erziehungskunde", in: RAUSCHER K (ed), Erziehungskunde, 1978, p 7.

./.

Main objectives	Topics	Possible content	Didactical comment	Methodological aspects	"Control" of teaching success
1. Pupils shall learn: to articulate their pedagogical understanding and reflect upon it	What is the pedagogical dimension in education	Educational prejudices/ educational concerns in family, school vocational field; in leisure time; politics etc	The examples shall demonstrate that the concept of education does comprise more than the fields of family and school as usually assumed	Themes may be practical situations and problems of education	Tasks to verbalise educational problems: application of the introduced technical terms and analysis of unreflected statements by pupils themselves
2. ...	...	Educational procedures	...		
3. ...					

./.

(186) SCHERM A, "Bildungstheoretische Begründung der Erziehungskunde", in: RAUSCHER K (ed), Erziehungskunde, 1978, p 10 - Bayerisches Staatsministerium für Unterricht und Kultus (ed), "Curricularer Lehrplan Erziehungskunde für die 8. Jahrgangsstufe der Hauptschule", in: Amtsblatt des Bayerischen Staatsministeriums B 1234 A, Teil I, p 181.

(187) Bayerisches Staatsministerium für Unterricht und Kultus (ed), op cit, pp 1432 ff.

(188) Bayerisches Staatsministerium für Unterricht und Kultus, op cit, pp 181 ff.

(189) Bayerisches Staatsministerium für Unterricht und Kultus, op cit, pp 1088 ff.

(190) For education in infancy

Cf: KARL E, "Lehrplanbereich 'Erziehung im Säuglingsalter'", in: RAUSCHER K (ed), Erziehungskunde, Unterrichtshilfen zu einem neuen Fach der Hauptschule, München, 1978, pp 106 ff.

For education in pre-school age

Cf: HIRT D, "Lehrplanbereich 'Erziehung im Kindesalter'", in: RAUSCHER K (ed), op cit, pp 121 ff.

For education in school-age

Cf: HAHN G, "Lehrplanbereich 'Erziehung im Schulalter'", in: RAUSCHER K (ed), op cit, pp 134 ff.

(191) WITTMANN H, "Lehrplanbereich 'Grundfragen'", in: RAUSCHER K (ed), op cit, pp 87 ff.

(192) BRUNNHUBER P, "Der Lehrer im Anspruch von Schülern und Eltern", in: RAUSCHER K (ed), op cit, pp 70 ff.

(193) KREITLER H, and KREITLER Sh, "Children's Concepts of Sexuality and Birth", in: Child Development 6, Vol. 37, 1966, pp 363 ff.

(194) Role-playing situations are recommended, eg:

- A father comes home from work. What behaviour does he expect from his wife and children?
- A mother was at home all day. What behaviour does she expect from the father when he comes home?
- A child wants to show his father a drawing he has done. What behaviour does he hope for from the father in the evening?

Freie und Hansestadt Hamburg, Behörde für Schule, Jugend und Berufsbildung (ed), Richtlinien und Lehrpläne, Grundschule, 1. und 3. Klasse, Vol. 1-4, Regensburg, 1974.

(195) BOTERAM N, "Die Familie als sozialer Erfahrungs- und Handlungsraum, 3./4. Schuljahr", in: Sachunterricht, sozialwissenschaftlicher Bereich, Heft 11, München, 1977.

./.

(196) Summary of instructional suggestions: "A conflict arises"

1. Preliminary remarks:

"Wherever people live together, conflicts are unavoidable. It is important to know how such conflicts can be settled ... Without recommending a simple social technology, certain ways of behaviour can be trained in the classroom which can be transferred to the family too" ...

2. First instructional sequence: "Are conflicts necessary?"

Planning of the educative process:	Didactic comment:
- Beginning with a problem-orientated work sheet (eg child did not come home on time)	- After identification with the problem, alternatives may be given
- Observing reasons for conflict and personal feelings of the participants	- Emotions of the pupils must to some extent be carefully incorporated and clarified
- Evaluation of the determinants of the problem situation	- Organisation of verbalised components for the conflict

Situation: Children did not come home in time

How did it happen?	What reactions do parents have?	What are the possible consequences?
Children were diverted by playing	Parents are troubled	Children: lies, evasion and excuses
Children did not like going home	Parents are angry	Parents: are glad that nothing happend; are indulgent; punish

- Search for behaviour alternatives	- Tolerance of contrary and personal vies
- Role-playing of different problem-solving strategies	- Group work may be advantageous
- Transfer of problem-solving strategies to personal situations	- No immediate change of behaviour can be expected, rather only impulses for a gradual process can be given

3. Second instructional sequences: "Improvement of ability to dispute and compromise"

...

./.

(197) SPIEKER D, Die Familie als Unterrichtseinheit der Primarstufe, Praxis des politischen Unterrichts, Frankfurt/Main, Berlin, München, 1973.

(198) An instructional sequence was concerned eg with the role of the father:

1. The appearance of a father

   - pupils draw a picture of their father;
   - pupils write down keywords of how a father should look;
   - pictures from magazines representing different types of fathers are presented for discussion.

2. The tasks, attitudes and behaviour of a father

   - insertions in a lonely hearts column;
   - how such an insertion should be worded from the children's point of view;

   ...

(199) Freie und Hansestadt Hamburg, Behörde für Schule und Berufsbildung, Amt für Schule, Referat vorschulische Erziehung und Grundschule (ed), Handreichung: Mitarbeit von Eltern im Unterricht der Grundschule, Hamburg, 1980, Cf "Westfälisches Kooperationsmodell" - 2. Innovatives Modell: "Zusammenarbeit von Eltern und Lehrern an einer Grundschule", Vlotho, 1979. Mimeographed.

(200) Suggested issues for elaboration in Grades 7 and 8:

- The family: the children's wishful thinking and their reality;
- The family situation as a reflection on social conditions;
- ...

Possible questions in approaching the first item:

- What kind of family life would you appreciate in the evenings?

- versus -

- How do families live with several children, what are their housing conditions, why are they deprived (according to statistics, films etc)?

Generally the concepts start from a rather critical perspective of the family situation as was usual in the early 1970s.

Der Hessische Kultusminister (ed), Lernfeld Familie. Gesellschaftslehre Sekundarstufe I, Unterrichtsmaterialien zu den Rahmenrichtlinien, Frankfurt/Main, 1973.

(201) Deutscher Kinderschutzbund (ed), Kindererziehung im Unterricht der Schulen. Das ELFAS-Projekt des Deutschen Kinderschutzbundes, Erziehungslehre für Schüler an allgemeinbildenden Schulen, Kassel, 1977.

./.

(202) HINZ J, Geborgenheit im Elternhaus. Projekt ELFAS des Deutschen Kinderschutzbundes, 2. Unterrichtseinheit, Kiel, 1975.

(203) ATKINSON E, and COOK E B, The Teaching of Domestic Science, London, 1931, p 2. Cf YOXALL A, A History of the Teaching of Domestic Economy, Bath, 1913, p 45. SILLITOE H, A History of the Teaching of Domestic Subjects, London, 1933, pp 71 ff.

(204) SOUTER A, "Parentcraft Necessary", in: Education in the North, 1975, p 80.

(205) Ministry of Education, Citizens growing up, at home, in school and after, Pamphlet No. 16, London, HMSO, 1949.

(206) Plowden Report. Children and their Primary Schools, ed by the Central Advisory Council of Education, Department of Education and Science, London, HMSO, 1967.

(207) PUGH G (ed), Preparation for Parenthood. Some current initiatives and thinking, National Children's Bureau, London, 1980, pp 13-21, 33, 70 f, 75 ff.

(208) "... We must recognise the reality that, unless there is some enrichment in 'disadvantaged' homes, the educational gap cannot be minimised to any great extent." As this is rather difficult to do, "it would seem desirable to educate for positive approaches in child-rearing while mothers-to-be are still at school".

STANTON M, "Education for Motherhood", in: Trends in Education, 16, 1969, p 16 - Cf RUTH B, Teaching Home Economics in the Integrated Curriculum, London, 1977.

(209) COWLEY J C P. "Is Parenthood Education Possible Within School". A discussion paper, 1979.

(210) The Open University, "Post-Experience Course Unit: Course Development: Family Life, Parenthood, Child Development Education in Schools", 1979. Mimeographed. Secretary of State for Social Services; cf to: Birmingham, City of, Education Department (ed), "Child Development Courses in Secondary Schools". Mimeographed.

(211) University of Aston in Birmingham, Department of Educational Enquiry (ed), "Preparation for Parenthood in the Secondary School Curriculum" (a research project sponsored by the DES, 1979-82), information leaflet, 1972. Mimeographed.

(212) PEARSON R, and LAMBERT L, "Sex Education, Preparation for Parenthood and the Adolescent", in: Community Health 2, 1977, p 88. (Summarised from PUGH G (ed), Preparation for Parenthood, London, 1980, p 46).

(213) WHITFIELD R C, Education for Family Life. Some New Policies for Child Care, London, Sydney, 1979, pp 77f.

./.

(214) WHITFIELD R C, op cit, p 79.

(215) PUGH G, "Some Current Initiatives", in: PUGH G (ed), Preparation for Parenthood, London, 1980, p 14.

(216) Examinations are generally externally organised, but schools have a certain chance to influence the CSE through Modes 2 and 3, which allow for school participation. Interestingly enough, it was through the schools' initiatives that CSE examinations became concerned with child development and family life.

(217) WHITFIELD R C, op cit, p 81.

(218) PUGH G, op cit, pp 14 f.

(219) WHITFIELD R C, op cit, p 82.

(220) Cf for example:

a. City of Birmingham, Education Department (ed), "Child Development Courses in Secondary Schools", n.d. Mimeographed. City of Birmingham, Education Committee (ed), "Child Development and the Family", Group Mode 3 for Birmingham Schools, n.d. Mimeographed.

b. Southern Regional Examinations Board (ed), "Syllabus for the Examination in 'Parentcraft' for the Certificate of Secondary Education (CSE)", 1979. Mimeographed.

c. A list of CSE Exams in Child Care and Development and Related Subjects (1978) is given in: PUGH G (ed), Preparation for Parenthood, London, 1980, pp 46 f.

(221) SEARLE P A, "Child Development", Courses for youngsters in the ILEA, 1979. Mimeographed.

(222) Metropolitan Regional Examinations Board, "Syllabus for Child Development and the Family", London, 1980.

(223) Metropolitan Regional Examinations Board, "Child Development and the Family - CSE Scheme", 1978. Mimeographed.

(224) Metropolitan Regional Examinations Board, "Child Development and the Family", written paper, 14 June 1979 - 2.00 pm. Syll. No. 050 000, Child Development and Family 1. Mimeographed.

(225) PUGH G (ed), Preparation for Parenthood, London, 1980, p 49.

(226) Southern Universities' Joint Board, "Mode 3 Examination: Family and Child in the Community", 1978. Mimeographed. (Including: Qualifying notes for treatment of the syllabus.)

./.

(227) Southern Universities' Joint Board, "General Certificate of Education", 77/1+2, O'Level, "Family and Child in the Community", I and II, June 1978.

(228) Holly Lodge Comprehensive School for Girls, "Proposed Mode III", submission for the CSE in child development, 1975; School Brochure; Sixth-Form Syllabus; Jubilee Book, 1922-72.

(229) An experiment like this opens questions such as: Did the competent mother have too high expectations of parent-child interaction? Should small children be "used" for training purposes? Are the students taking such courses for educational or vocational reasons? Do such courses lead to a transfer of knowledge?

(230) Dick Sheppard School, "Child Development and the Family", Syllabus, 1980. Mimeographed.

(231) REYNOLDS C, "Schools and Preparation for Parenthood", Inner London Education Authority, 1979. Mimeographed.

(232) Scottish Education Department, Teaching of Homecraft in Secondary Schools. An extract from the report of the Secretary of State for Scotland on Education in Scotland, Edinburgh, AMSO, 1959. The Schools Council, The Certificate of Secondary Education Trial Examinations: Home Economics, Examinations Bulletin, No. 9, London, HMSO, 1966.

(233) CLARK H, Homecraft. The Young Woman's Guide to the Modern Home and Family, Routledge, London, 1966.

(234) HEDLEY P, Home Economics Teaching, Schools Council, Curriculum Bulletin 4, Evans Brothers Ltd, London, 1974, cf pp 10, 29 ff, 45, 115 - Inner London Education Authority, Home Economics, Child Development Course, Practical experience with young children, ILEA inspectorate guidelines, London, 1979.

(235) Schools Council Publication, Home and Family, 8-13, Planning for home and family education, Schools Council Project: Home economics in the middle years, Forbes Publication, London, 1979, p. 3.

(236) Schools Council Publication: Home and Family, 8-13

- Development	Teacher's	guide
- Interdependence	"	"
- Management	"	"
- Nutrition	"	"
- Protection	"	"

Schools Council Project, "Home Economics in the Middle Years", Forbes Publication, London, 1979.

(237) Certainly "there are connections which can be made across the horizontal bands ... for example, at Stage 2, the main idea 'development of young children' can be connected with that of 'physical protection given by individual action'. Pupils can be helped to understand that development occurs socially and intellectually in the young child ...". Schools Council Publication, Home and Family, 8-13, Planning for home and family education, op cit, pp 18 f.

./.

(238) Schools Council Publication, Home and Family, 8-13, Development, op cit, p 10.

(239) Her Majesty's Inspectorate, "Curriculum 11-16: Home Economics", a working paper by the Home Economics Committee of HM Inspectorate, December 1978.

(240) According to an empirical study with professional workers (health visitors, district nurses and education welfare officers) only 29% thought that "home economics" might have had a slight impact on most families. And not more than 32.2% thought that at least very few families had been strongly influenced by home economics teaching in secondary schools.

HUTCHINSON V G, "A Study of Opinions concerning Method and Content of Home Economics in Secondary Schools", in: Journal of Consumer Studies and Home Economics, 2, 1978, pp 58 f.

(241) WILLIAMS T, and WILLIAMS N, "Personal and Social Development in the School Curriculum", Schools Council, Health Education Project 13-18, 1980. Mimeographed, p 5.

(242) Schools Council, Health Education in Secondary Schools, Schools Council Working Paper 54, Evans/Methuen Education, London, 1976 - COWLEY J C P, "Health Education 5-13", Professional Development Workshop Manual, Introductory Brochure, Health Education Council, 1979. Mimeographed.

(243) WILLIAMS T, and WILLIAMS N, op cit, p 7.

(244) Her Majesty's Inspectorate, "Curriculum 11-16", 1978, op cit.

(245) Schools Council, Health Education in Secondary Schools, 1976, pp 62-64.

(246) Department of Health and Social Security, The Family in Society, London, HMSO, 1974, pp 46, 48. summarised from: WALTON L D, Parent Education, A Comparative Study Between England and France, London, M.A., 1975, pp 93 f.

(247) Department of Education and Science, Aspects of Secondary Education in England, a survey by HM Inspectors of Schools, London, HMSO, 1979, pp 206-240 - Cf WILLIAMS T, and WILLIAMS N, Personal and Social Development in the School Curriculum, 1980, pp 16 ff.

(248) RENNIE J; LUNZER E A; and WILLIAMS W T, Social Education: An Experiment in Four Secondary Schools, Schools Council Working Paper 51, Evans/Methuen, London, 1974, pp 117, 121, 123-137.

Such initiatives could start with a social topography.

For example, what is being done in area X for babies and young mothers, children of pre-school age etc.

And then try to synthesise in view of what ought and could be done.

For example, how to get local action going by the people themselves, ...

./.

(249) Her Majesty's Inspectorate, "Curriculum 11-16", Working papers by HM Inspectorate: A contribution to current debate, December 1977, pp 5, 7, 13.

(250) A small-scale trial survey in 1979 of a random sample of 161 first Aston undergraduates (mean age 19, 93% males). Summarised from: WHITFIELD R C, Education for Family Life, Some new policies for child care, London, 1979, p 89.

Statement	% agreeing
There is no viable alternative to the nuclear family for most people	70
To be a parent needs training like any other skilled job	53
I need education help before becoming a parent	41

(251) AUVINEN R, "Facts About Finland from Family Life's Point of View", University of Helsinki, ca. 1978, pp 2, 8. Mimeographed.

(252) In 1979, for example, not only was maternity leave extended to 234 working days, but it was demanded by the Finnish National Commission for the International Year of the Child that "700 marks in day care compensation be paid per month for children under three years of age".

JUSTANDER K, "The International Year of the Child in Finland", 1980. Mimeographed.

(253) Leena Suominen, Lapsiperhe Suomessa (Familie mit Kindern in Finland), Helsinki, 1979, pp 27, 46 f.

(254) VÄESTÖLITTO ry, "The Finnish Population and Family Welfare Federation: Annual Report 1979", Helsinki, 1979, p 2. Mimeographed.

(255) NURMIAHO T, "Human Relations and Sex Education in Finland", in: IPPF (International Federation of Planned Parenthood) Europe, Regional Information Bulletin, 4, Vol. 7, October 1978, pp 1 ff.

(256) EHRNROOTH Chr, Family Relations and the Process of Differentiation, Central Union for Child Welfare in Finland, Publication No. 56, Helsinki, 1978.

(257) The state agencies include, for example: the Ministry of Education, the National Board of Education, the Ministry of Health and Social Affairs etc. Furthermore, "in Finland public child welfare is supplemented by a large number of voluntary child welfare organisations" such as the "Central Union for Child Welfare", the "Mannerheim League for Child Welfare" (45,000 members), the "Finnish Population and Family Welfare League" etc.

./.

(258) Since 1975 it is demanded by law that schools be open to parent participation.

(259) RÖNKÄ T (Mannerheim League for Child Welfare), "Essentials in Activating Parents as Educators". Paper prepared for the XIth World Congress of the International Federation for Parent Education (IEPE), Mexico City, 5-11 July 1980. Mimeographed.

(260) Skolstyrelsen (Finland) (ed), Reviderad promemoria av Läroplansarbetsgruppen för sexual- och samlevnadsundervisning, Del 1. Grundskolan, Helsingfors, 1976, pp 32-34.

(261) The national law sets up a framework "within which the municipal authorities prepare, subject to the approval of the provincial school authorities, the individual curricula for the comprehensive schools in their area".

Ministry of Education, Educational Development in Finland 1974-76 Reference Publication 8, Helsinki, 1977, p 11.

(262) Ibid, p 12.

(263) KOULUHALLITUS (ed), Oppimäärä ja opetussuunnitelmalliset ohjeet, Helsinki, 1979, pp 12 f.

(264) SKOLSTYRELSEN (Finland) (ed), Reviderad promemoria av Läroplansarbetsgruppen för sexual- och samlevnadsundervisning, Helsingfors, 1976, pp 48-51.

(265) Ibid, p 52 ff.

(266) The following four main areas of study are suggested: nutrition and health, environment and hygiene, human relations and family education, and house keeping as well as consuming.

Internal paper of the Ministry of Education on: "Home Economics Education in the Comprehensive School", 1979. Mimeographed.

(267) The "Child Welfare Union" and the "Mannerheim League" had been forerunners according to their internal formation.

(268) Parliament faces a difficult decision. On the one hand, the maximum number of lessons per pupil is not to be increased, whilst on the other the public as well as parental lobby for mathematics, natural science and languages hardly allow any reduction in this teaching allotment; this means that in the long run family education may be a substitute or alternative to "home economics"/"domestice science".

(269) Department of Health and Social Security, The Family in Society, London, (HMSO), 1974, p 48.

(270) VAPPULA K, "Familienerziehung in der finnischen Armee", 1980. Mimeographed.

./.

(271) Although these courses are well-established and accepted, it has become evident that supplementary counselling is needed to give additional psychological help to some draftees.

(272) BAYLEY N, "Consistency of Maternal and Child Behaviour in the Berkeley Growth Study", in: Vita Humana 2, Vol. 7, 1964, pp 73 ff - MOSS H A, and KAGAN J, "Report on Personality, Consistency and Changes from the Fels Longitudinal Study", in: Vita Humana 2, Vol. 7, 1964, pp 127 ff.

(273) On the one hand, the schools are expected to "prepare" the pupils for family life, but, on the other hand, they have to involve - if not "educate" - the pupils' parents in order to bridge the different concepts at home and school, as well as between life and learning.

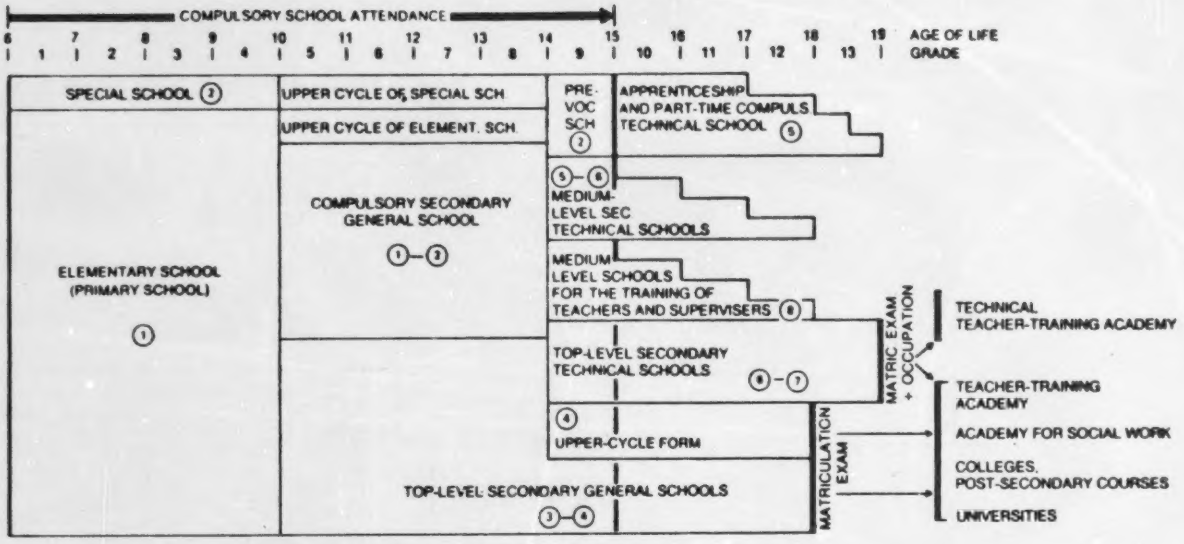
(274) HUTCHINSON V G, "A Study of Opinions Concerning Method and Content of Home Economics in Secondary Schools". Views expressed by health visitors, district nurses and education welfare officers, in: Journal of Consumer Studies and Home Economics 2, 1978, pp 55-66.

(275) WHITFIELD R C, Education for Family Life, Some new policies for child care, London, Sydney, 1979, p 64.

APPENDIX II

SCHOOL SYSTEMS

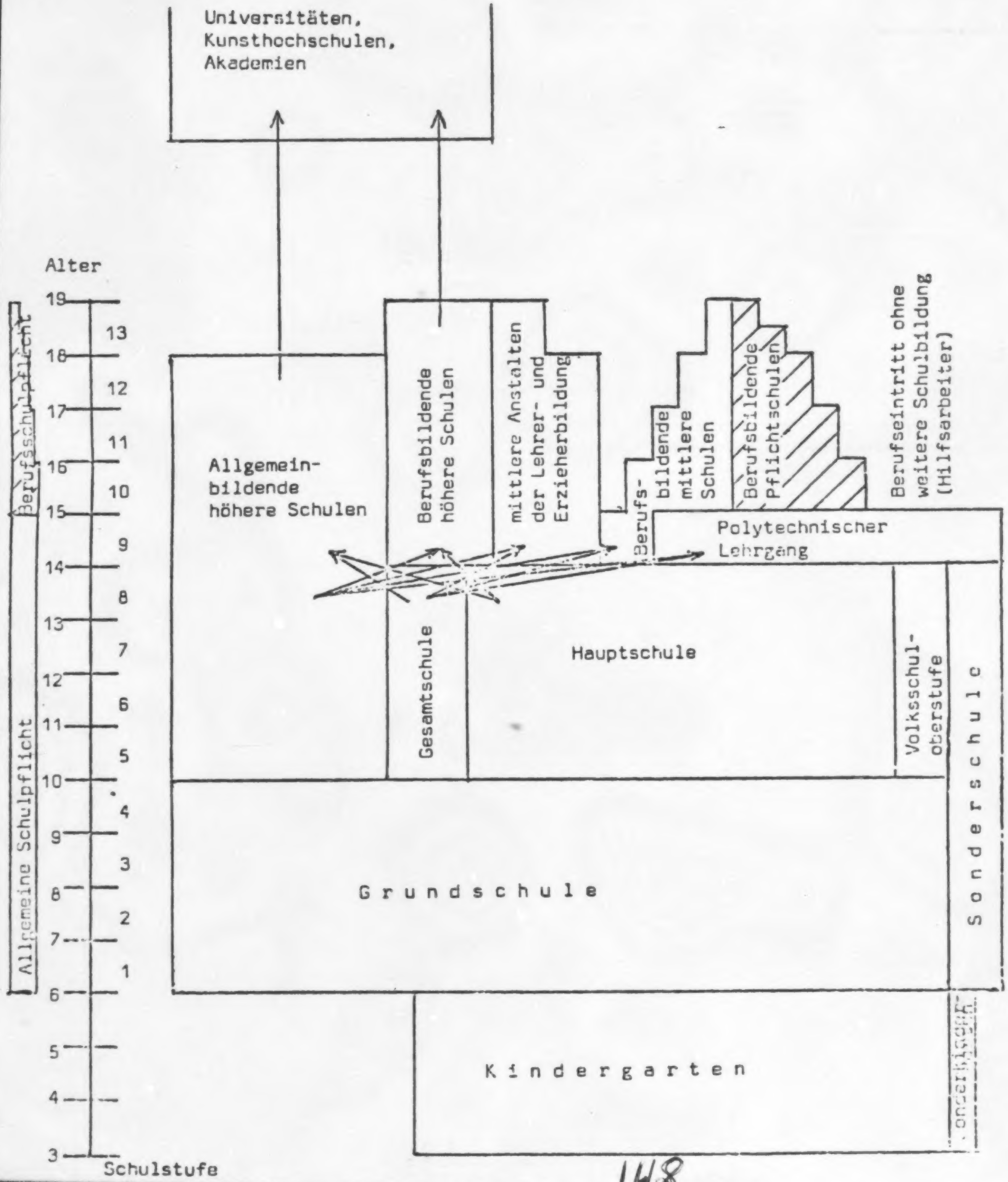
AUSTRIA


COMPULSORY SCHOOL ATTENDANCE
6 7 8 9 10 11 12 13 14 15 16 17 18 19 AGE OF LIFE
1 2 3 4 5 6 7 8 9 10 11 12 13 GRADE
SPECIAL SCHOOL ②
UPPER CYCLE OF SPECIAL SCH
UPPER CYCLE OF ELEMENT. SCH
PRE-VOC SCH ②
APPRENTICESHIP AND PART-TIME COMPULS TECHNICAL SCHOOL ⑤
ELEMENTARY SCHOOL (PRIMARY SCHOOL) ①
COMPULSORY SECONDARY GENERAL SCHOOL ①–②
⑤–⑥ MEDIUM-LEVEL SEC TECHNICAL SCHOOLS
MEDIUM LEVEL SCHOOLS FOR THE TRAINING OF TEACHERS AND SUPERVISERS ⑧
TOP-LEVEL SECONDARY TECHNICAL SCHOOLS ⑥–⑦
④ UPPER-CYCLE FORM
TOP-LEVEL SECONDARY GENERAL SCHOOLS ③–④
MATRICULATION EXAM
MATRIC EXAM + OCCUPATION
TECHNICAL TEACHER-TRAINING ACADEMY
TEACHER-TRAINING ACADEMY
ACADEMY FOR SOCIAL WORK
COLLEGES, POST-SECONDARY COURSES
UNIVERSITIES

Note: Figures refer to numbers of pages (e.g. COMPULSORY SCHOOL – pages 1 and 2).

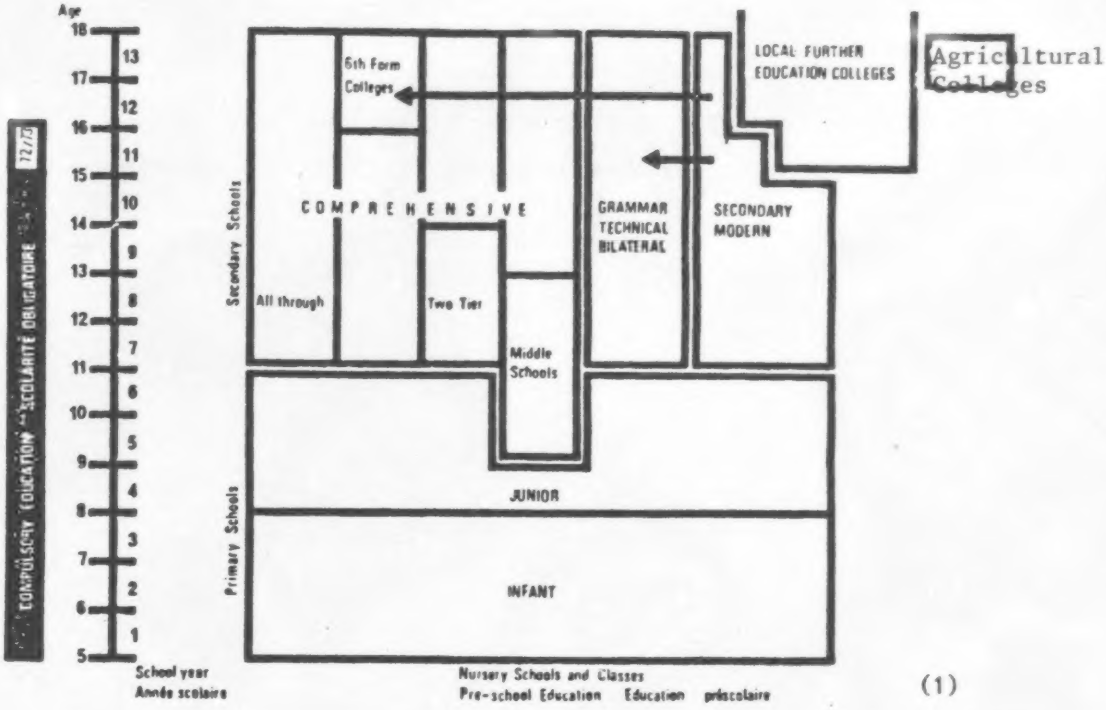
GROBSTRUKTUR

▨ Teilzeitunterricht für Lehrlinge


Universitäten, Kunsthochschulen, Akademien
Alter
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
Schulstufe
1
2
3
4
5
6
7
8
9
10
11
12
13
Berufsschulpflicht
Allgemeine Schulpflicht
Allgemeinbildende höhere Schulen
Berufsbildende höhere Schulen
mittlere Anstalten der Lehrer- und Erzieherbildung
Berufsbildende mittlere Schulen
Berufsbildende Pflichtschulen
Berufseintritt ohne weitere Schulbildung (Hilfsarbeiter)
Polytechnischer Lehrgang
Gesamtschule
Hauptschule
Volksschuloberstufe
Sonderschule
Grundschule
Kindergarten
Sonderkindergarten

148

England and Wales
Angleterre et Pays de Galles


Age
18
17
16
15
14
13
12
11
10
9
8
7
6
5
13
12
11
10
9
8
7
6
5
4
3
2
1
School year
Année scolaire
COMPULSORY EDUCATION — SCOLARITÉ OBLIGATOIRE
Secondary Schools
Primary Schools
6th Form Colleges
COMPREHENSIVE
All through
Two Tier
Middle Schools
GRAMMAR TECHNICAL BILATERAL
SECONDARY MODERN
LOCAL FURTHER EDUCATION COLLEGES
Agricultural Colleges
JUNIOR
INFANT
Nursery Schools and Classes
Pre-school Education Education préscolaire

(1)

(= parts of school system which are dealt with in the chapter)

Explanatory note

1. All pupils attend school 15-16 (including secondary modern).

2. The majority of schools in England and Wales are maintained ie expenditure is borne by the local education authorities.

3. Education within the maintained school system comprises either 2 tiers - primary and secondary or 3 tiers - first, middle and upper.

4. The term "bilateral" is now meaningless. All schools are secondary schools to 16, most are comprehensive, some are grammar and some are secondary modern.

5. There are more varieties of organisation between 5 and 16 than are shown in the table. Some middle schools are, for example 8-12 (deemed primary) rather than 9-13 (deemed secondary). Some 2-tier systems are 11-13: 13-18, some obviously are 11-14: 14-18 and of course secondary education may begin at either 11, 12 or 13.

6. In Wales the system is 5-11: 11-18. There is one middle school (age range 9-13) and one sixth form college has been created.

---

(1) Council of Europe, Council for Cultural Co-operation (ed.), Education in Europe, Section II, General and technical education, School systems - a guide, Strasbourg, 1970, p 272.

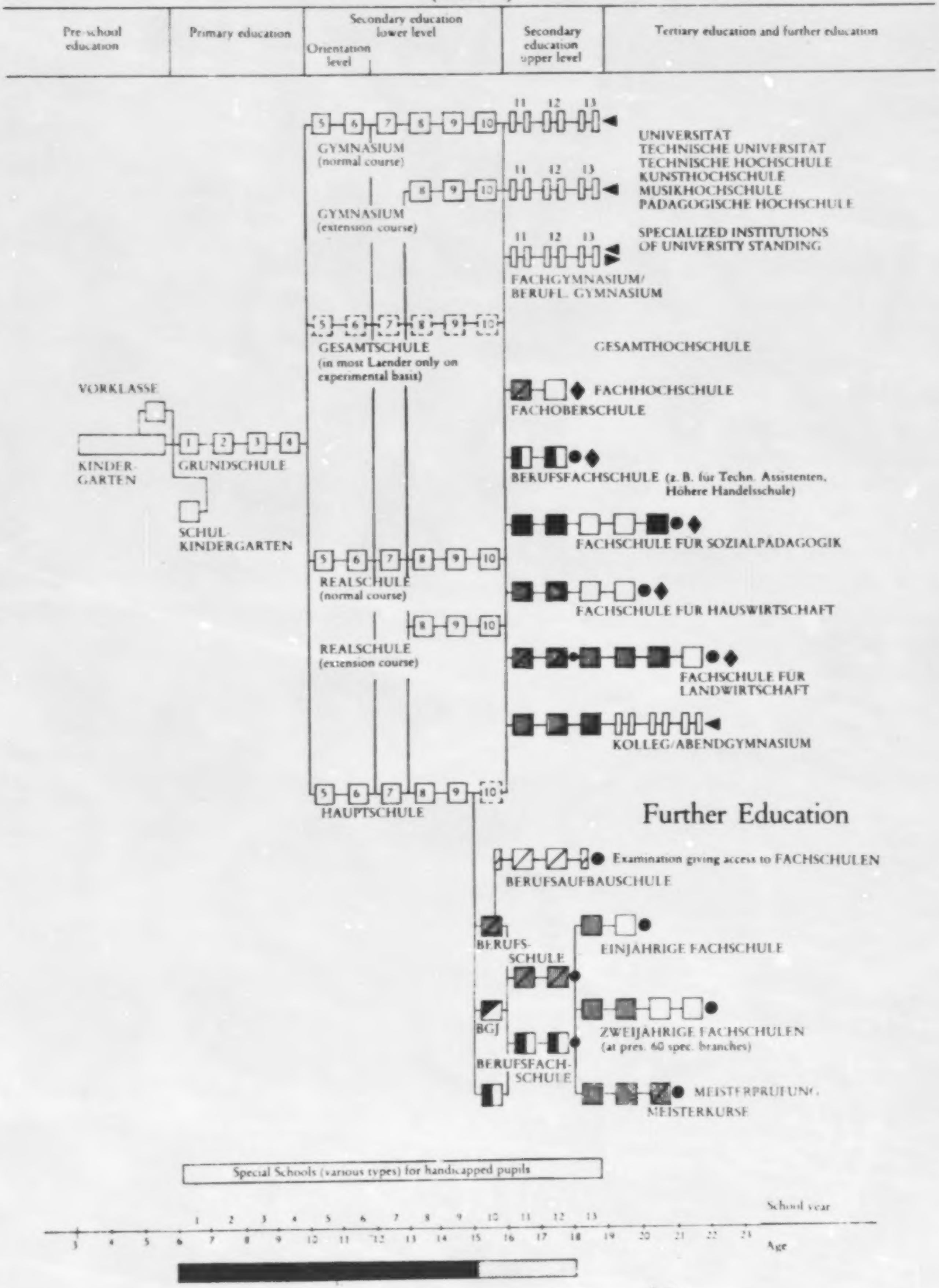
The Structure of the Educational System in the Federal Republic of Germany

(as of 1981)

Secretariat of the Standing Conference
of the Ministers of Education and Cultural Affaire of the
Länder in the Federal Republic of Germany

The Structure of the Educational System in the Federal Republic of Germany

(as of 1981)


Pre-school education
Primary education
Secondary education lower level
Orientation level
Secondary education upper level
Tertiary education and further education
GYMNASIUM (normal course)
GYMNASIUM (extension course)
11 12 13
UNIVERSITAT
TECHNISCHE UNIVERSITAT
TECHNISCHE HOCHSCHULE
KUNSTHOCHSCHULE
MUSIKHOCHSCHULE
PADAGOGISCHE HOCHSCHULE
SPECIALIZED INSTITUTIONS OF UNIVERSITY STANDING
FACHGYMNASIUM/ BERUFL. GYMNASIUM
GESAMTSCHULE (in most Laender only on experimental basis)
GESAMTHOCHSCHULE
VORKLASSE
KINDERGARTEN
GRUNDSCHULE
SCHULKINDERGARTEN
FACHHOCHSCHULE
FACHOBERSCHULE
BERUFSFACHSCHULE (z. B. für Techn. Assistenten, Höhere Handelsschule)
FACHSCHULE FUR SOZIALPADAGOGIK
REALSCHULE (normal course)
REALSCHULE (extension course)
FACHSCHULE FUR HAUSWIRTSCHAFT
FACHSCHULE FUR LANDWIRTSCHAFT
KOLLEG/ABENDGYMNASIUM
HAUPTSCHULE
Further Education
Examination giving access to FACHSCHULEN
BERUFSAUFBAUSCHULE
BERUFSSCHULE
EINJAHRIGE FACHSCHULE
BGJ
ZWEIJAHRIGE FACHSCHULEN (at pres. 60 spec. branches)
BERUFSFACHSCHULE
MEISTERPRUFUNG, MEISTERKURSE
Special Schools (various types) for handicapped pupils
School year
1 2 3 4 5 6 7 8 9 10 11 12 13
Age
3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23

Legend

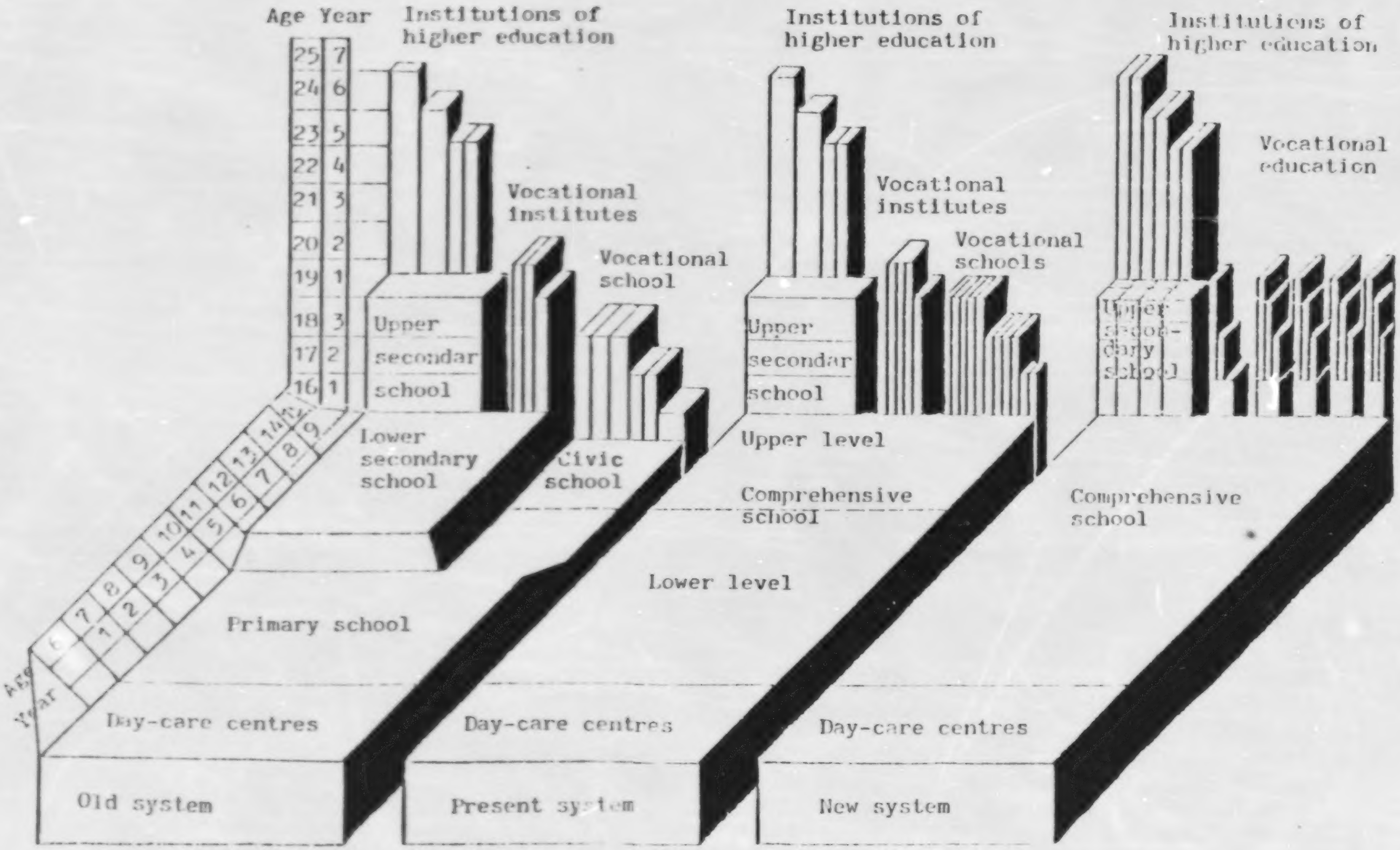
□ Full-time school, students grouped by age
▯ Full-time school, half-year courses
⧄ Part-time school
▩ Part-time education with concurrent job training
■ Practical work or professional experience required for admission or recognition
◧ Practical training within school (Berufsfachschule)
◩ Basic vocational training year (BGJ)
◀ General qualification for university entrance (allgemeine Hochschulreife)
▶ University entrance qualification for certain fields of study (fachgebundene Hochschulreife)
◆ Entrance qualification for colleges of higher education (Fachhochschulreife)
◆ Entrance qualification for colleges of higher education after completion of additional courses and suppl. examination
● Final examination
▬ Full-time compulsory education (in general 9 years, in 2 Laender 10 years)
▭ Part-time compulsory education

Glossary

ABENDGYMNASIUM	General secondary school evening classes
BERUFLICHES GYMNASIUM	General secondary school, technical and vocational type
BERUFSAUFBAUSCHULE	Vocational extension school
BERUFSFACHSCHULE	Full-time vocational school with practical training within school
BERUFSSCHULE	Part-time vocational school within the dual system
EINJAHRIGE FACHSCHULE	One-year technical school providing advanced vocational training
FACHGYMNASIUM	General secondary school, technical and vocational type
FACHHOCHSCHULE	Degree-granting college of higher education
FACHOBERSCHULE	Technical secondary school specialised in various branches giving access to Fachhochschule
FACHSCHULE FÜR HAUSWIRTSCHAFT	Technical school providing specialised vocational training for professions in domestic science
FACHSCHULE FÜR LANDWIRTSCHAFT	Technical school providing specialised vocational training for professions in agriculture
FACHSCHULE FÜR SOZIALPÄDAGOGIK	Technical school providing specialised vocational training for professions in social pedagogy
GESAMTHOCHSCHULE	Comprehensive institution of higher education
GESAMTSCHULE	Comprehensive school
GRUNDSCHULE	Primary school
GYMNASIUM	General secondary school providing general university qualification
HAUPTSCHULE	Secondary modern school
HÖHERE HANDELSSCHULE	Two-year technical school providing specialised vocational training in the field of commerce
KOLLEG	Institute of general education preparing young adults for higher education
KUNSTHOCHSCHULE	Academy of Fine Arts
MEISTERKURS	Master Craftsman course
MEISTERPRÜFUNG	Master examination
MUSIKHOCHSCHULE	Academy of Music
PÄDAGOGISCHE HOCHSCHULE	Teacher training college at higher education level
REALSCHULE	Technical secondary school (short course)
TECHNISCHE UNIVERSITÄT	Technical University
VORKLASSE	Preparatory Class

FINLAND

Structure of the educational system before and after the reform in primary and secondary education


Age Year
25 7
24 6
23 5
22 4
21 3
20 2
19 1
18 3
17 2
16 1
15 12
14 9
13 8
12 7
11 6
10 5
9 4
8 3
7 2
6 1
Age
Year
Institutions of higher education
Vocational institutes
Vocational school
Upper secondary school
Lower secondary school
Civic school
Primary school
Day-care centres
Old system
Institutions of higher education
Vocational institutes
Vocational schools
Upper secondary school
Upper level
Comprehensive school
Lower level
Day-care centres
Present system
Institutions of higher education
Vocational education
Upper secondary school
Comprehensive school
Day-care centres
New system